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ABSTRACT

The guide presents content and techniques for teaching conversational Spanish in the elementary grades. It contains an introductory section and 20 units for classroom instruction. The introduction includes notes on the overall objectives of the course, general guidelines on classroom procedure, and specific techniques for use of the materials included in the guide. The unit topics include: introduction to a new language; greetings, salutations, and farewells; names; classroom commands; the classroom; the days of the week; parts of the body; health and illness; numbers; family and friends; weather, seasons, and months; colors and other adjectives; clothing; animals; snacks; foods; places and transportation; holidays; and other celebrations. The units are designed for kindergarten but also contain information for adaptation for grades 1 and 2. Each unit consists of a list of specific objectives, notes on motivation, a list of necessary materials, procedural notes, a summary, follow-up activities, and additional materials for use with grades 1 and 2. Songs, games, and other activities are included. (MSE)

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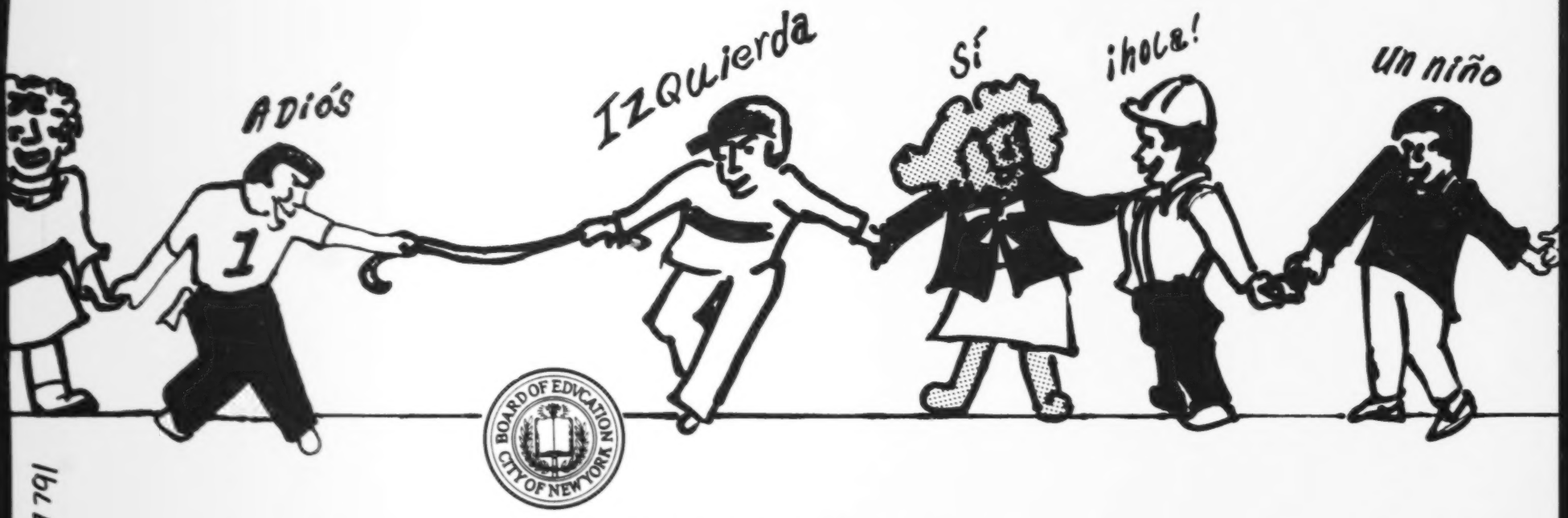

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SPANISH

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Foreword

Commission reports, notably the one issued by the President's Commission on Foreign Language and International Studies, and a spate of articles have pointed in recent years to the lamentable lack of genuine foreign language competence in the United States and the deleterious effect this has had on American competition in the international marketplace, in diplomacy and in cultural contacts with other nations. Languages are, after all, important tools for cultural, political and commercial interaction with other peoples as well as for appreciating pluralism in one's own country and in the world. It is therefore in the national interest that there be a large reservoir of citizens who are fluent in languages other than English and who can function in other cultures.

Various proposals have been made for expanding foreign language education. Some have involved a foreign language requirement for high school graduation, others merely a requirement for college-bound students. What has also been proposed is the lengthening of the FLES sequence to include kindergarten and the early grades so that students would be in a stronger position to acquire genuine foreign language competence by the time they leave secondary school.

Traditionally foreign language programs in public schools have been heavily concentrated in the junior and senior high schools. However, it is being recognized that foreign language study, to be effective, should start in the early formative years and be part of the general language development of the child. Children of kindergarten and elementary school age are excellent mimics and enjoy learning a new sound system. They are not self-conscious about pronouncing strange sounds and do not object to repetitions and drills. They are also comfortable with the ideational simplicity which characterizes the early phase of language learning. Language learning is for the young child a natural experience rather than an academic subject which at times conjures up the fears and inhibitions associated with the need for being academically successful.

Children see no essential dichotomy between one language and another, since all sounds and language patterns are part of language development. If they assimilate the sound system and basic language patterns at an early age, they are better prepared for the acquisition of language concepts later and are less apprehensive about language learning in general.

In the last few decades, FLES programs have been introduced throughout the country. These have focused mainly on the upper grades of the elementary school. As a consequence FLES bulletins which have been developed by the State and by the Board of Education are targeted to the upper grades. If indeed a program in foreign languages is to be developed at the early childhood level, appropriate guidelines and specific suggestions should be made available. This bulletin is intended to fill this need.

Charlotte Frank

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I Can Speak Spanish, a set of guidelines for teachers of Spanish in the elementary grades, is a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director, Morris Freedman and Pearl M. Warner, Deputy Executive Directors. The bulletin is based on an earlier set of guidelines for teachers of French which was written by Dolores Harris, Foreign Language Coordinator of District 22, and Evelyn Popper, Teacher of French Emerita.

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Contents

Introduction vi
Unit 1: Introduction to a New Language 1
Unit 2: Greetings — Salutations — Farewells 3
Unit 3: Names 7
Unit 4: Classroom Commands 13
Unit 5: The Classroom 15
Unit 6: The Days of the Week 19
Unit 7: Parts of the Body 23
Unit 8: Health and Illness 27
Unit 9: Numbers (Part I) 31
Unit 10: Numbers (Part II) 35
Unit 11: Family and Friends 41
Unit 12: Weather, Seasons, Months 45
Unit 13: Colors and Other Adjectives 51
Unit 14: Clothing 57
Unit 15: Animals 61
Unit 16: The Snack 67
Unit 17: Foods 75
Unit 18: Places and Transportation 79
Unit 19: Holidays 85
Unit 20: Other Celebrations 91

Introduction

Objectives

A very important objective of language instruction in early childhood is the enjoyment of language learning. The child must enjoy the activities involved in the language learning process. Thus a positive association is established with the acquisition of a language. In addition the basic linguistic objectives are the acquisition of the Spanish sound system and of elementary language patterns.

The instructional process aims for an automatic response and a reasonable measure of fluency. No attempt is made at this stage to analyze structural relationships or to use them for manipulating language patterns. By means of a variety of activities the child will also develop, on however elementary a level, an understanding of cultural differences and similarities.

General Notes on Procedure

Foreign language learning in early childhood can be part of general language development. The child becomes aware of various sounds and language patterns without the heavy-handed dichotomy which separates language learning in later years. Thus language learning can be integrated with the experiences of the child in kindergarten and the first two grades. Various units of these grades can be used as a springboard for learning experiences in the foreign language. Specific topics of the all-day kindergarten curriculum bulletin, such as the weather, the family, colors, numbers, clothing, foods, animals and the celebration of holidays can be used for this purpose.

Simple activities, involving repetitions, questions and answers, very brief dialogues and role playing are basic to the methodology at this stage. Simple questions and answers lead to brief dialogues which in turn lead to role playing. To accentuate the experiential nature of the process, foreign language learning is intertwined with routine daily activities. The usual directions of the classroom can now be given in the foreign language. There should be much kinetic activity in a lesson such as the clapping of hands, standing up, sitting down, the shaking of hands, the opening and closing of eyes and the use of Spanish body language, when the children, for instance, utter such expressions as *¡fantástico!* or *¡qué bien!*

Audio-visual materials, such as pictures, cut-outs, felt boards, transparencies, records, cassettes and puppets give instruction another dimension. Visual aids allow an association to be established between a foreign expression and an experience rather than between the foreign expression and its English equivalent. Recordings of the lesson can be used to advantage for reinforcement and review. They also allow children to become accustomed to voices other than that of the teacher.

Finally, games and songs which engender a pleasurable atmosphere and provide additional learning experiences should supplement the process. Songs in particular are excellent for ear training and the uninhibited production of foreign sounds and language patterns.

Additional techniques can also be used to heighten interest in language learning. Some of these are culminating activities, the celebration of special events, such as birthdays and holidays and classroom decorations.

Cultural material, an indispensable component of language instruction, is also motivational in effect. The aspects of culture which are closely intertwined with language are those which are part of everyday life, such as customs, traditions, values and modes of behavior. In teaching the foreign language it should be recognized that English words are often not the exact equivalent of Spanish translations. Such discrepancies can be the starting point for developing insight into cultural differences.

A display of pictures, posters, maps, stamps, dolls, calendars, coins and menus facilitates the simulation of a foreign atmosphere in the classroom. Children should be encouraged to add to this collection. With their own behavior in terms of gestures, intonation and exclamations teachers can enhance this atmosphere.

In speaking of culture we are, of course, aware of the fact that the Spanish-speaking world encompasses a multiplicity of cultures with a great variety of customs, traditions and special characteristics. The presentation of culture, or more specifically the cultures of the Spanish-speaking world, must be guided by several caveats. It is important to avoid sweeping generalizations and stereotypes, to identify regionalisms and to appreciate the fact that various facets of culture are constantly undergoing change.

Additional Guidelines for the Instructional Process

- The atmosphere of the foreign language classroom should be relaxed, for the acquisition of a foreign language involves not only insight into new concepts but the development of specific skills. There should be no attempt to cover material for the sake of being on schedule, insistence on perfection in pronunciation or excessive use of drills.
- The children proceed at a pace which is natural for them and which leads neither to pressured language acquisition nor to boredom.
- There should be recognition of the fact that language learning is a cumulative process with new insights and language patterns building on previously learned material.
- Choral responses and repetitions are important techniques in language teaching. They not only provide for wide student participation, but also avoid embarrassment and self-consciousness on the part of the more timid child. Choral responses and repetitions give the child ample opportunity to hear and use new language patterns in an impersonal setting and should precede individual responses.
- The presentation of several new topics on the same day should be avoided. The lesson should rather dwell on the acquisition of one particular subject or segment of that subject and its integration into what has been previously learned.
- Pronunciation and intonation are best learned at this stage through mimicry and repetition. Extensive pronunciation drills should be avoided nor should there be stress on perfection. Children in fact take pleasure in repeating sounds which are new and challenging.
- Words and expressions should be taught, whenever possible, in context. The repetition of sentences, question and answer drills, round-robin exercises, dialogues and poems are appropriate vehicles for this purpose.
- Spanish should be used almost throughout in the lesson to give the children maximum exposure to the language and develop a Hispanic language atmosphere in the class. This does not preclude the use of English in certain instances. English might be used to explain an abstract phrase, to deal with a cultural item or to clarify the meaning of a song or poem. It can also be used for "setting the scene" of a dialogue or for motivating a new topic. The total elimination of English in the lesson could be counter-productive.

- Each lesson should be preceded by a warm-up, that is, a review of basic language patterns which had been learned during the term. The warm-up may involve questions on the weather, counting and the date. Besides providing for a review of basic language patterns, the warm-up serves a number of purposes, such as developing a mind set for the new lesson and starting on a note of confidence.
- A lively pace, frequent changes of activity and occasional over-acting enhance the quality of instruction.
- Activities should encourage inter-pupil communication. Dialogues, round-robin drills and role playing can be used for this purpose. The children should be seated, if possible, in a semi-circle so that they can face each other and engage in the activities more naturally.
- Praise should be given frequently and lavishly in order to generate an atmosphere of success and confidence in what the children are doing.

Teaching of the Unit

Except in the case of Unit 1 which might require only two lessons, two weeks should be devoted to the teaching of each unit. The ability of each particular class to assimilate the new material will determine how many units are covered each year and how much material within the unit will be presented.

Twenty units have been provided for the year. However, teachers need not feel pressured to cover all units. To develop an atmosphere of spontaneity teachers should familiarize themselves with the content of all units so that they can draw upon them whenever it might be appropriate. Thus, if a child is sick, the teacher might draw on Unit 8 and say: "¿Dónde está Juan? Ah, está ausente. ¿Está enfermo? Pobrecito."

Since all instruction in kindergarten and grades 1 and 2 proceeds on a spiral basis, the twenty units designed for kindergarten will be used as a basis for additional learnings in grades 1 and 2. The new vocabulary, songs and games of grades 1 and 2 will provide the children with a new experience while the review of the original units will facilitate the attention of previously learned material.

Each unit of the bulletin suggests a lesson plan for the first lesson of the unit. Under the heading of *follow-up* various activities are suggested which might be used in subsequent lessons. These additional activities are to

serve as guides for the teacher's own creative ideas for expanding or enriching the unit. Each lesson should be broken up with a change of pace activity, such as a song, a poem, a game or a tape. A high level of reentry of vocabulary and language expressions can be achieved by means of warm-ups and reviews and the reintroduction of vocabulary, whenever it is situationally appropriate.

Specific Techniques

The Brief Dialogue or Question-and-Answer Sequence

The dialogues and question-and-answer sequences should be very brief and capable of being assimilated easily. They not only facilitate auditory comprehension and the development of speaking spills, but they also inject fun into the lesson. The presentation of dialogues or question-and-answer sequences should be done with a maximum of dramatic effect. Given the reather meager content of the dialogue, the children will respond to the humor which arises from the paradox of the exaggerated presentation and the limited content of the dialogue.

Puppets can be used to great advantage in the dialogues. Puppets become in effect extensions of the class. It is advisable to vary the voices of the puppets: Juan's voice is gruff; María's voice is high pitched and the third voice might have an ordinary conversational tone.

The teacher first presents a résumé of the dialogue in English and then repeats it two or three times in Spanish, using puppets, if possible. The children merely listen. The whole class then repeats it line by line in Spanish after the teacher.

The teacher plays one role; the class assumes the other. The roles are then reversed. Half of the class assumes one role; the other half the other. Roles are again reversed. A similar procedure is followed with individual children.

To heighten interest in the dialogue it is possible to present them as actual stage presentations. The teacher raises both arms in an outward circular motion to signify that the curtain is open, *se abre el telón.* At the conclusion of the dialogue, the teacher makes a similar gesture, only this time the circular motion is inward and down to signify that the curtain is closed, *se cierra el telón.* The children should join in this closing gesture. They should also be taught how to show approval of a performance not only by means of applause, but also by calling *¡Bravo!*

Poems

Poems are also excellent for ear training. They need not be great literary creations; a simple two-line or four-line verse will do. In writing these verses teachers should relate them to the topic at hand. After summarizing the meaning of the poem, the teacher recites it several times in Spanish. The children then learn it line by line. Examples of such verses are as follows:

Family:

Mi familia es la mejor
Mi mamá, mi papá y mi hermano mayor.

Weather:

Abril, lluvias mil
y todos caben dentro
de un barril.

En invierno hace frío
en verano calor
Caen las hojas en otoño
y en la primavera nace la flor.

Que llueva, que llueva
y que escampe enseguida
Los pajaritos cantan
Las nubes se levantan
Que sí, que no
Que caiga un chaparrón.

Health:

Me duele la cabeza
que dolor, que dolor que pena
Me duele la cabeza
y no puedo pensar.

Me duele la garganta
que dolor, que dolor que pena
Me duele la garganta
y no puedo cantar.

School:

A la escuela, a la escuela
vamos a estudiar
lunes, martes, miércoles
Ciencias, Artes y a contar
Jueves, viernes y a la casa a jugar
Sábado y domingo para descansar.

Friends:

Yo quiero mucho a Pepe
porque es bueno conmigo
siempre jugamos juntos
es mi mejor amigo.
Mis amigos son Marta, María y Ramón
y yo los quiero mucho
con todo el corazón.

Unit 1: Introduction to a New Language

Objective

- To make children aware of Spanish and the countries in which it is spoken.
- To make children aware of languages other than their own.

Motivation

1. The teacher enters the classroom greeting the children with a cheerful "Buenos días, alumnos."
2. The teacher shakes the hand of several children, saying "Buenos días, (name of child)." Children are prompted to answer, "Buenos días, (señor, señora, señorita)."
3. The teacher tells a story with dramatic gestures about some American children who fly over the ocean to another country. The young American visitors do not understand the language and therefore can not order food in a restaurant or buy toys. They decide that when they return to their own United States they will learn that beautiful language called Spanish. The next time they cross the big ocean and visit Spain, or Puerto Rico or the Dominican Republic, they will be able to order the wonderful Spanish food and buy Spanish toys.

Procedure

1. The children are questioned about the story:
   a. What country did the American children visit?
   b. How did they get there?
   c. Why couldn't they buy toys?
   d. What language did the people speak in Spain, Puerto Rico, República Dominicana?
   e. Would you like to learn to speak Spanish?
2. "Teacher says: Would you like to hear a Spanish song? It is called *Fray Felipe*. That means 'Brother Philip' in English. Repeat after me: 'Fray Felipe.'" The teacher now plays the record or tape.

   The teacher introduces two puppets to the children and says: "Here is Pablo and here is María. They are going to help me teach you Spanish. Now they are going to put on a little Spanish show for you. Of course, you won't understand them yet, but some day you'll not only understand them, but you will also be able to speak like them. Would you like that?" The teacher acts out dramatically the following dialogue:

María:	Buenos días.
Pablo:	Buenos días.
María:	¿Cómo te llamas?
Pablo:	Me llamo Pablo, ¿y tú?*
María:	Me llamo María.
Pablo:	¿Cómo estás, María?
María:	Muy bien, gracias, ¿y tú?
Pablo:	Estoy enfermo. (His voice is hoarse and he acts sick.)
María:	¡Ay, pobre Pablo! (She pats Pablo's head.) ¡Qué lástima!
Pablo:	Hasta la vista, María.
María:	Hasta la vista, Pablo.

* Early in the program, students should be made aware of the distinction between *tú* and *usted* and corresponding language forms.

The teacher concludes with: "Do you like your new friends and the way they speak?"

Summary

1. The teacher asks the following questions:
   a. Would you like to go to Spain, Puerto Rico, Colombia, or Venezuela?
   b. What language would you hear there?
   c. Do you want to learn Spanish?
2. Before leaving the classroom, the teacher says "Hasta la vista, alumnos." She encourages the children to answer with "Hasta la vista, señorita, señora, or señor."

Follow-Up

1. The teacher says: "Now you know how Spanish people speak. Would you like to see pictures of the cities where the Spanish language is spoken?" The teacher shows pictures of cities where Spanish is spoken. They are of the kind that would be of interest to young children.
2. The teacher says: "Today, we are going to learn how to say our first word in Spanish. That word is 'Hello.'" The teacher starts a round robin of "Hola" giving each child a firm handshake or *abrazo*. The children continue the round robin.
3. The teacher presents the song *La Cucaracha*.
4. As the course progresses, Spanish culture is taught incidentally. The children are exposed to various cultural items, as their pertinence to a particular topic becomes evident.

   Examples: When children are working on the topic *toys*, pictures of Spanish dolls of different periods might be shown to them. Discuss how the doll's clothes differ from those worn today.

   The topic *foods* would be a good time to introduce the children to tacos, chocolate, chile con carne, and other Spanish or Mexican foods they may have heard of.

   Places will lead to places of interest to children and adults in Spain, Mexico, Puerto Rico, or República Dominicana.

   In the unit on holidays the excitement of *La Navidad* will be shared with the children.

Unit 2: Greetings — Salutations — Farewells

Objectives

The children will

- be able to greet each other with "Buenos días" — "Hola."
- ask each other how they are with "¿Cómo estás?"
- respond to "¿Cómo estás?" with "Muy bien, gracias."
- expand "Muy bien" to "Muy bien, gracias, ¿y tú?"
- know when to use *por favor, gracias, buenas tardes, buenas noches, hasta mañana, hasta pronto,* and *adiós.*
- be aware of the differences between *señora, señorita,* and *señor.*

Motivation

The teacher enters the room greeting the class with "Buenos días, niños (or alumnos, chicos, muchachos or clase)," and then enthusiastically shakes the hands of some children saying "Buenos días (name of child)." Try to use Spanish names such as: Pedro for Peter, María for Mary, Pablo for Paul, etc. Repeat this same procedure, but this time put an arm around each child's shoulder as the greeting is given. Explain to the class that very good friends, in Spanish-speaking countries, often greet each other with *un abrazo.*

Procedure

1. The teacher says *Buenos días* + child's name to several children and prompts them to say, *Buenos días* + *señora (señorita* or *señor* + teacher's name).
2. *Buenos días* is repeated chorally.
3. Repeat the procedure with: "¡Hola! ¡Buenos días!"
4. Children greet each other in round-robin fashion and are instructed to *dar la mano.*
5. The puppets *(los títeres)* engage in the following dialogue:

   ¡Hola! ¡Buenos días, Pablo!
   ¡Hola! ¡Buenos días, María!
   ¿Cómo estás?
   Muy bien, gracias. ¿Y tú?
   Muy bien, gracias.

6. A puppet will ask several children the question "¿Cómo estás?" and will prompt each child to say "Muy bien, gracias, ¿y tú?" The puppet will answer "Muy bien, gracias."
7. After this introduction to *bien* you might introduce the use of *no muy bien, gracias* in a simple fashion. Prepare beforehand a sad face and a happy face on construction paper. Paste these faces on round fans (straw fans) or firmly attach them to two plastic straws. As you raise each one to the class, have the youngsters answer either *muy bien, gracias* or *no muy bien, gracias.*

   Encourage youngsters to speak loudly with "Más alto, por favor." Indicate with gestures what you want them to do. Use words of praise constantly, such as *muy bien, excelente, fantástico, magnífico.* Stress simple commands early: *levántate, por favor, siéntate, por favor,* etc., by saying these each time a child recites individually. Follow this up with *muchas gracias.*

Summary

1. Volunteers use puppets to do the dialogue shown above with teacher's guidance and encouragement. Since the children will not have mastered the dialogue as yet, they will repeat after the teacher.

2. The teacher leaves the class with "¡Adiós! ¡Hasta mañana!" and encourages them to repeat the same.

Follow-Up

1. In the follow-up lessons, the teacher provides for the re-entry of the material learned previously.
2. The dialogue should be perfected and expanded by the end of the unit.
3. Include the following words and expressions in this unit:

   ¡Buenas tardes!
   ¡Buenas noches!
   ¡Buenos días!
   Hola
   Adiós
   Hasta mañana
   Hasta pronto
   Repite
   ¡Más alto!
   ¡Levántate!
   ¡Siéntate!
   Gracias
   ¿Cómo estás?
   muy bien, gracias
   no muy bien, gracias
   señora
   señorita
   señor
   niños (el niño, la niña)
   amigos

4. **Games**

   Sí-No

   After reviewing *sí* and *no*, a child playing teacher stands before the class and elicits with the movement of her/his head a *sí* or a *no* response. Children take turns being teacher.

   Allow a youngster to use the construction paper faces to elicit: *muy bien, gracias, no muy bien, gracias.*

   A child will point to a picture of a woman, girl pupils or boy pupils (this can be done "live"). The class calls out the correct title for that person. Speed is what makes this an exciting activity.

5. **Song**

   Buenos Días

   Buenos días. ¿Cómo está?
   O, muy bien, gracias,
   Y ¿cómo le va?

   Buenos días. ¿Cómo estás?
   O, muy bien, gracias.
   Y ¿cómo te va?

Additional Material for Grade 1

1. Vocabulary:

   ¡Buenos días, mi amigo!
   Buenos días + child's name.
   ¿Cómo estás, hoy?
   Regular.
   ¿Qué pasa?
   Me duele la garganta.
   ¡Qué lástima!
   ¿Qué tal?
   Bien, gracias.
   ¡Adiós! ¡Hasta pronto!

   Teach the above material using the procedures outlined for kindergarten. Do not hesitate to draw on other units if the occasion arises.

2. Use the following commands:

   Levántate
   Siéntate

Tócate la cabeza, el pelo, los ojos, la boca, la nariz, el cuello.
¡Abre la boca!
¡Cierra la boca!
¡Mira la puerta! (la ventana, la pizarra)
¡Mira a la derecha! ¡Mira a la izquierda!

3. **Game**

   Play *Simón dice* using the above expressions.

4. **Song**

   (To the tune of *La Cucaracha)*

   La cucaracha, la cucaracha
   con los ojos mira atrás,
   La cucaracha, la cucaracha,
   Me pregunta:
   ¿Cómo estás?

5. **Poem**

   ¡Ay, mamá
   Me duele la muela!
   Porque no quiero
   Ir a la escuela.

Additional Material for Grade 2

1. Vocabulary:

   ¿Cómo está usted (señor, señora o señorita)?
   No muy bien, gracias — Muy mal, gracias.
   ¿Qué tiene?
   Me duele la espalda.
   Me duele la nariz.
   Me duelen los pies.
   ¿Va al médico?
   Voy al médico.
   ¡Buena suerte! ¡Hasta mañana!
   ¡Que te vaya bien!
   Lunes, martes, miércoles, jueves, viernes, sábado y domingo.

2. Add the following commands:

   aplaudan (aplaudir)
   zapateen (zapatear)
   a la derecha
   a la izquierda
   Ve a la ventana. (Call on two pupils and make it *vayan.*)
   Ve a la puerta. (ir)
   Abre la puerta. (abrir)
   Ciérrala (cerrar). (Call on two pupils and make it ciérrenla.)

3. **Poems**

   Lunes, martes,
   miércoles, jueves
   No estás bien,
   Y salir,
   No puedes.

   Viernes, sábado,
   domingo, también,
   Sales a jugar,
   Ya estás bien.

   Me duele el cuello,
   De lo tanto que juego,
   Me cura mi abuela,
   Y ahora salgo
   A la escuela.

   A la escuela, a la escuela
   vamos a estudiar
   lunes, martes y miércoles
   ciencias, artes y a cantar.
   Jueves, viernes y a la casa a jugar,
   Sábado y domingo para descansar.

Unit 3: Names

Objective

Children will be able to ask another child for his/her name in Spanish, be able to respond to the question *¿Cómo te llamas?*, and recognize the following words and phrases:

la profesora
el profesor
un muchacho
una muchacha
mis estudiantes
yo soy
ustedes son

Motivation

1. Using the puppets the teacher reviews the dialogue of the previous lesson and then extends it to include the new material:

   ¿Cómo te llamas?
   Yo me llamo —. ¿Y tú?

2. The teacher sings the following song to the tune of *Mary Had a Little Lamb*, changing it to use the names of children in the class:

   Yo me llamo Anabel, Anabel, Anabel
   Yo me llamo Anabel,
   ¿Cómo te llamas tú?

   The teacher asks the children whether they would like to learn that song with their own names.

Materials

Tape recorder and tape of the new material and the song *Yo me llamo Anabel* or *Yo me llamo Juan Pagán* or *Yo me llamo —*.

Procedure

1. The teacher points to herself after the motivation with the puppets and the song and says: "Yo soy la maestra." She now points to the class and says: "Ustedes son mis alumnos." The teacher continues with: "Yo soy la maestra y mi nombre es señora (señorita, señor) —.
2. The teacher walks around the room saying to a number of children: "Tu nombre es Pablo, tu nombre es Felipe, tu nombre es María."
3. The teacher says to a few children:

   "Mi nombre es señora (señorita, señor) —. ¿Cuál es tu nombre?" After a while a child starts the ball rolling with the response "Mi nombre es —." The teacher enthusiastically utters words of praise and continues with the question.

4. The question and answer are repeated in chorus.
5. A presentation of the song *Yo me llamo Anabel* which was used as motivation follows. The teacher does not aim for mastery.

Summary

The class engages in a two-minute round robin of *¿Cuál es tu nombre?* and the answer *Mi nombre es —*. Immediate assistance is given, whenever necessary.

Follow-Up

1. Daily warm-ups containing previously learned material are used.
2. The teacher introduces again the song *Fray Felipe* by letting the children hear the song several times. This is repeated during the follow-up lessons of the unit.

3. The teacher continues saying to the class: "Soy la maestra. Ustedes son mis alumnos. Mi nombre es señora (señorita, señor) —." This will preface a round robin of "¿Cuál es tu nombre?" and "Mi nombre es —."

4. Words of praise are added to those the children already know:

   ¡Formidable!
   ¡Fantástico!
   ¡Excelente!
   ¡Muy bien!

   The children are encouraged to use these expressions on signal.

5. The children hear an expanded dialogue throughout the follow-up period. Volunteers act it out with puppets.

   Pablo: Buenos días.
   Lucía: Muy buenos días.
   Pablo: ¿Cuál es tu nombre?
   Lucía: Mi nombre es Lucía, ¿y el tuyo?
   Pablo: Mi nombre es Pablo.

   Lucía: ¿Qué tal, Pablo?
   Pablo: Muy bien, gracias, ¿y cómo te va?
   Lucía: Todo va bien, gracias.
   Pablo: Hasta luego, Lucía.
   Lucía: Hasta luego, Pablo.

6. *Buenos días.*

   One child stands with his back to the class. Another child stands up and says, "Buenos días, Pepe." The first child attempts to guess the identity of the speaker by replying, "Te llamas —." As soon as he guesses correctly he is given the answer, "Sí, me llamo —." He returns to his seat and the other child takes his place.

7. **Poem**

   ¿Cómo se llama, niñita?
   Me llamo Juanita.
   ¿Cómo se llama, niñito?
   Me llamo Benito.

   ¿Cómo te llamas, niñita?
   Me llamo Juanita.
   ¿Cómo te llamas, niñito?
   Me llamo Benito.

8. While teaching the pattern *Mi nombre es* or *Me llamo*, the teacher has the opportunity of pronouncing for each child the Spanish equivalent of his/her name. From this time on it is suggested that the Spanish names be used during the Spanish lessons. If a child has a name for which there is no Spanish equivalent, he/she may, if he/she wishes, select a Spanish name to be used during the Spanish lessons. Following is a list of some popular names for boys and girls. It will be noted that the list includes only those names that are spelled differently in Spanish. When the name has the same spelling in Spanish and English, the teacher uses the Spanish pronunciation.

Boys' Names

Spanish	*English*
Adán	Adam
Adolfo	Adolph
Alberto	Albert
Alejandro	Alexander
Alfredo	Alfred
Andrés	Andrew
Antonio	Anthony
Arnaldo	Arnold
Arturo	Arthur
Benito	Benedict
Bernardo	Bernard
Carlos	Charles, Karl
Conrado	Conrad
Cristóbal	Christopher
Diego	James
Domingo	Dominic
Edmundo	Edmund
Eduardo	Edward
Enrique	Henry
Ernesto	Ernest

Esteban	Stephen
Eugenio	Eugene
Federico	Frederick
Felipe	Philip
Francisco	Frank
Gerardo	Gerald
Gilberto	Gilbert
Gregorio	Gregory
Guillermo	William
Heriberto	Herbert
Horacio	Horace
Humberto	Hubert
Hugo	Hugh, Hugo
Jaime	James, Jimmy
Jorge	George
José	Joseph
Juan	John
Julio	Julius
León	Leo, Leon, Lee
Leonardo	Leonard
Leopoldo	Leopold
Lucas	Luke
Luis	Louis, Lewis
Marcelo	Marcel
Marcos	Mark
Mateo	Matthew
Miguel	Michael
Natán	Nathan
Oliverio	Oliver
Pablo	Paul
Patricio	Patrick
Pedro	Peter
Ramón	Raymond
Ricardo	Richard
Roberto	Robert
Rodolfo	Rudolph
Rolando	Roland
Rubén	Rueben
Ruperto	Rupert
Silvestre	Silvester
Teodoro	Theodore
Tomás	Thomas
Vicente	Vincent

Girls' Names

Spanish	*English*
Adela	Adele
Alicia	Alice
Beatriz	Beatrice
Brígida	Bridget
Camila	Camilla, Camille
Carlota	Charlotte
Carolina	Caroline
Catalina	Katherine(C)
Constancia	Constance
Dorotea	Dorothy
Elena	Helen, Ellen, Ella
Elisa	Elsie
Emilia	Emily
Engracia	Grace
Enriqueta	Henrietta
Estela	Estelle
Ester	Hester, Esther
Felipa	Philippa
Florencia	Florence
Francisca	Frances
Gertrudis	Gertrude
Guillermina	Wilhelmina
Inés	Agnes, Inez
Isabel	Elizabeth, Isabelle
Josefa	Josephine
Juana	Jane, Jean, Joan
Leonor	Eleanor
Lola (Dolores)	Dolores
Lucía	Lucy, Lucia
Luisa	Louise
Manuela	Emma

38

39

Margarita	Margaret
María	Mary
Mariana	Marian, Marion
Marta	Martha
Hortensia	Hortense
Paula	Pauline
Perla	Pearl
Raquel	Rachel
Sofía	Sophie
Teodora	Theodora

9. **Game**

Nombres en español
(Spanish names)

When Spanish names are familiar to a group of children, this game may be played by a whole class.

Needed: A blackboard.

On the board are written the headings *Niños* (Boys) and *Niñas* (Girls). The boys form one team and the girls the other. A child raises his hand and calls out a Spanish name, and the Leader at the blackboard writes down the name called out, under the appropriate heading. The team which has the greater number of Spanish names, at the end of a set time limit, is the winner.

10. **Songs**
    a. The song *Yo me llamo Anabel* is taught intensively.
    b. The following is sung to the tune of *Mary Had a Little Lamb.*

¿Cuál es tu nombre señorita, señorita, señorita?
¿Cuál es tu nombre señorita?
Mi nombre es María.

Hola, ¿qué tal mi amigo, mi amigo, mi amigo?
Hola, ¿qué tal mi amigo?
Gracias, todo va bien conmigo.

Additional Material for Grade 1

1. The vocabulary and expressions taught in kindergarten are reviewed.
2. The following are additional questions and responses:
    a. ¿Cómo te llamas?
       Me llamo —, ¿y tú?
    b. ¿Cómo se llama él?
       Él se llama —.
    c. ¿Cómo se llama ella?
       Ella se llama —.
    d. ¿Se llama ella María?
       No, ella se llama —.
    e. ¿Se llama él Juan?
       No, él se llama —.
3. **Games**
    a. *Simón Dice* is played with commands that have been reviewed and newly introduced.
    b. *Él se llama — Ella se llama*

       Children bring in pictures of boys and girls. The pictures are put into a shopping bag or box. The class is divided into two teams. One child of each team picks a picture and says either *Él se llama —* or *Ella se llama —*. The opposing team has to supply an appropriate name. Once a name is used, it is not to be used again. The team that scores 15 times first, is declared the winner.
4. **Songs**
    a. (To the tune of *All Around the Mulberry Bush* — with a slight variation.)

Yo me llamo Luz Pagán, Luz Pagán, Luz Pagán
Yo me llamo Luz Pagán,
Y ¿cómo te llamas tú?

    b. *Fray Felipe*

Additional Material for Grade 2

1. Review of language patterns, vocabulary and expressions taught in kindergarten and Grade 1.
2. Teach the concept of choice questions:

   ¿Es tu nombre María o Juana?
   ¿Es tu nombre Pablo o Pedro?
   ¿Es tu nombre Diana o Enrique?
   ¿Es el nombre de ella Carmen o Rosa?
   ¿Es el nombre de él José o Ricardo?
3. Introduce questions relating to names of members of the family and animals:
   a. ¿Cuál es el nombre de tu mamá? ¿tu padre? ¿tu hermana? ¿tu hermano?
   b. *¿Tienes un perro?* If the answer is *sí*, ask the question: *¿Cuál es su nombre?*
   c. Repeat the exercise shown above with all animals learned in kindergarten and Grade 1.

      Of course, there will be much laughter when a child is asked, *¿Tienes un elefante?*
   d. In connection with the exercise shown in b and c, the response *sí* can be expanded to *Sí, tengo un perro* or *No, no tengo perro.*
4. **Games**
   a. *Simón Dice*
   b. Variations of *El nombre de él o El nombre de ella.* Place the printed names of all children in a box. Each child gets a turn at picking out a name, reading it and saying *El nombre de él es* or *El nombre de ella es* or *El se llama* or *Ella se llama.*

Unit 4: Classroom Commands

Objective

The children will be able to respond automatically to classroom commands and instructions.

Motivation

The teacher plays the game *Simon Says* in English using the commands they will ultimately learn in Spanish, such as stand up, sit down, touch your head, clap hands and open your mouth. The teacher then asks the children if they would like to learn to play the game in Spanish.

Materials

Tape recorder
Tape of the song *Canción de Direcciones*
Tape of commands used in the lesson

Procedure

1. In the warm-up previously learned material, such as *Buenos días, mis alumnos, ¿Cómo están Uds.? ¿Cómo te llamas?,* the poem *Yo soy cortés* and the song *Fray Felipe* are reviewed.
2. The teacher reviews the commands *Levántate/levántense, por favor* and *Siéntate/siéntense, por favor.* The children repeat the commands in chorus.
3. The teacher presents a new command by clapping her hands and saying: *Aplaudan, por favor.*
4. Choral repetition of the three commands follows. Individual children give the three commands to their classmates.
5. The teacher presents the song *Canción de Direcciones* (to a slightly modified tune of *All Around the Mulberry Bush*).

   Mis alumnos, levántense, levántense, levántense
   Mis alumnos, levántense, levántense toditos.
   Mis alumnos, siéntense, siéntense, siéntense
   Mis alumnos, siéntense, siéntense toditos.

   The children hear the song several times on tape or "live." They then repeat it line by line and finally sing it with the teacher or the tape.

Summary

The children play the game *Simón Dice* using only the three commands of the song.

Follow-Up

1. The children review the song *Canción de Direcciones* for mastery.
2. The game *Simón Dice* or *Por Favor* is continued. The teacher adds one new command a day:
   a. Tócate/tóquense la cabeza.
   b. Tócate/tóquense la nariz.
   c. Tócate/tóquense las orejas.
   d. Tócate/tóquense el brazo izquierdo.
   e. Mira a la derecha. Mira a la izquierda.
3. **Game**
   a. *Simón Dice:* As in the English game, the children respond to the command only when it is prefaced by *Simón dice.*

b. *Por Favor:* This is played as *Simón Dice* except that if the command is not followed by *por favor*, the children do not obey the command.

4. **Poem**

¡A la derecha!
¡A la izquierda!
¡Sentados! ¡De pie!
Obedientes, obedientes,
Ya nos ves.

5. **Song**

Mis Alumnos, ¡Levántense!
(To the tune of *All Around the Mulberry Bush*)

Additional Material for Grade 1

1. The teacher reviews the songs, games and poems taught in unit 4 in kindergarten.
2. The following commands are added:

   a. Ve a la puerta.
   b. Abre la puerta.
   c. Cierra la puerta.
   d. Vuélvete a la derecha.
   e. Vuélvete a la izquierda.
   f. Mira a la ventana, a la puerta, etc.
   g. Señala la pizarra, etc.
   h. Canta (name of song).

3. **Game**
   Juego de Direcciones

   Divide the class into two teams. A child from one team gives a command to a child of the other team. The expression *por favor* must be used after the command. If the child responds correctly, his/her team scores a point.

4. **Song**
   Canción de Direcciones

   Expand the song taught in kindergarten to include other commands:

   Mis alumnos, toquen con la punta del pie.
   Mis alumnos, tóquense la cabeza.
   Etc., etc., etc.

Additional Material for Grade 2

1. The teacher reviews the commands, songs, games, poems of kindergarten and Grade 1.
2. Additional commands are as follows:

   a. Toma el cuaderno.
   b. Dale el cuaderno a María.
   c. Pasa a la pizarra.
   d. Escribe tu nombre.
   e. Borra la pizarra.
   f. Vuelve a tu asiento.

3. **Game**
   Same as in Grade 1 with expanded commands.

Unit 5: The Classroom

Objectives

The children will be able to

- identify objects and people associated with the classroom
- respond to the question *¿Qué es esto?*

Motivation

The teacher points to objects in the classroom and asks the question in English: "What is this?" After a short drill in English, the teacher picks up a pencil and says in Spanish, "Un lápiz." This is repeated by the pupils several times. Finally the teacher says: "¿Qué es esto?" and waits for at least one child to say "un lápiz." If no child in the class responds, the teacher uses the puppets to ask and answer the question. The children then respond to "¿Qué es esto?" Now the teacher tells the children that they are going to learn how to say other words in Spanish.

Materials

Puppets
Tape recorder
Tape of classroom vocabulary
Large picture of a classroom
Chalkboard

Procedure

1. The warm-up includes a review of greetings, names and commands.
2. The teacher points to a picture of a classroom or to the classroom itself and says: "El salón de clase." The pupils repeat this several times in chorus and then individually. The puppets are then introduced. One points to the picture saying: "¿Qué es esto?" and the other responds with: "El salón de clase." The first puppet counters with: "¡Qué bueno!" The question is then directed to the children.
3. The above procedure is repeated with *el cuaderno, el bolígrafo, la pizarra.*

Summary

A child plays teacher and pointing to the four objects asks: "¿Qué es esto?"

Follow-Up

1. The following words will be added to those taught in the first lesson:

la puerta	la niña (la chica)
la ventana	la maestra
la silla	el maestro
la mesa	¿Dónde está?
el niño (el chico)	Aquí está

2. The teacher uses the same procedure in teaching the new vocabulary as was used in the first lesson. Not more than two or three words should be taught in one lesson.
3. The teacher introduces *¿Dónde está?* and *Aquí está* in preparation for presenting the poem *Aquí está el lápiz.* The teacher asks the puppet: "¿Dónde está el lápiz?" and the puppet answers: "Aquí está el lápiz." The children engage in a brief drill using the four objects learned the first day of the unit.

4. **Poem**

   Dónde está el lápiz

   ¿Dónde está el lápiz?
   El lápiz está aquí.
   ¿Es grande el lápiz?
   No, el lápiz es pequeño.

5. **Game**

   The teacher asks the children to bring in pictures of the classroom objects they can say in Spanish. Pictures are put in a bag. A child picks out a picture and asks the class, *¿Qué es esto?* The volunteer who gives the correct answer has a chance to pick out a picture.

6. **Songs**

   The songs learned in previous unit are reviewed.

Additional Material for Grade 1

1. The teacher reviews all the classroom vocabulary taught in Unit 5 in kindergarten using the questions *¿Qué es esto?* and *¿Dónde está?*
2. The teacher introduces again the poem and game shown in items 4 and 5 of the follow-up.
3. The vocabulary includes the following:

   el techo (el cielo raso)
   el piso
   la pared
   encima de
   debajo de

4. The teacher presents the concept of *sobre* and *debajo de* holding an object on or under a table, saying at the same time, "El cuaderno está encima de la mesa" or "El cuaderno está debajo de la mesa." Several objects are used in this manner and choral repetition follows the presentation of each sentence. Individual responses which are elicited after the choral repetitions are checked for accuracy in the pronunciation.

5. Puppets are used to answer the question *¿Dónde está?* Choral and individual answers by children follow.
6. **Game**

   A child is given an object. He/she is told to put it either on or under the table. His neighbor is then asked: "¿Dónde está (el) la —?" The child who answers the question correctly takes the object and continues the game by asking the next child the same question.

7. **Poem**

   ¿Dónde Está el Libro?
   New vocabulary: *pequeño, grande, está aquí*

   ¿Dónde está el libro?
   El libro está aquí.
   ¿Es el libro grande?
   No, el libro es pequeño.

8. **Song**
   (Tune of *Old MacDonald*)

   ¿Qué es esto?
   Yo no sé . . .
   Lápiz, lápiz es.
   ¿Qué es esto?
   Yo no sé . . .
   Libro, libro es.
   Lápiz, lápiz,
   Libro, libro.
   ¿Qué es esto?
   Yo no sé.
   Lápiz es, libro es.

   (Repeat changing classroom articles.)

Additional Material for Grade 2

1. The teacher reviews the expressions taught in Unit 5 in kindergarten and Grade 1.
2. The teacher reviews the use of *encima de* and *debajo de*.

3. *Antes de, delante de, después de,* and *detrás de* are introduced by means of the methodology used in Grade 1.
4. After the use of the six prepositions has been mastered, *en* (into, in) may be presented.
5. The following new vocabulary is taught:

cantamos	Tú tienes
miramos	Yo tengo
aprendemos	un, una, los
arriba	Yo soy
los pupitres	Yo hablo
un papel	español
son	inglés

6. Procedure for Teaching *tú tienes* and *yo tengo*

   One puppet asks another: "¿Tienes tú un lápiz?" The other puppet has a pencil between its hands and answers: "Sí, yo tengo un lápiz." Classroom objects are given to several children and they are asked the same question, *¿Tienes tú un lápiz?* The first few children may require assistance with the answer. After this procedure has been well established, a round robin exercise might be used. One child asks another whether it has a pencil or another object.

7. **Game**

   Unlined sheets of paper are divided into four parts. In each area a classroom object which the children have learned in kindergarten and Grade 1 is drawn. About 16 drawings will probably be needed. These are xeroxed so that each child will have at least two drawings. The pictures are distributed after the class has been divided into teams. A child shows the pictures to children of his or her team and says: "¿Qué es esto?" If a child answers correctly, a point is scored. It is now the turn of the child on the other team and thus the game continues until all children have had a turn.

8. **Poem**

   Los Pollitos

   Como en la clase,
   como en la escuela,
   parecen niños
   con la maestra.

   Va la gallina con los pollitos.
   Son tan redondos, tan redonditos,
   tan afelpados, tan amarillos
   como las flores del espinillo.
   Todo lo miran y picotean;
   luego se esparcen listos y alegres,
   mas si los llama la madre, acuden
   como los chicos más obedientes.

   Como en la clase,
   como en las escuela,
   parecen niños
   con la maestra.

Unit 6: The Days of the Week

Objectives

Children will be able to
- name the days of the week
- respond to the question *¿Qué día de la semana es hoy?*

Motivation

1. The teacher points to each day of the week on the English calendar and elicits the days from children in English.
2. The teacher shows the children two calendars, one in English, the other in Spanish, and says: "This calendar tells you the days of the week in English and that one tells you the days of the week in Spanish. You already know all the days of the week in English. How would you like to say the days in Spanish?"

Materials

Two calendars, Spanish and English
Picture of a school
Tape of the days of the week and of other materials taught
Puppet

Procedure

1. After the children have indicated that they know the days of the week in English, the teacher points to Monday on the English calendar and then on the Spanish calendar and says: "Lunes." The teacher continues this procedure for the other days of the week. During this procedure the children merely listen.
2. The teacher holds up a puppet and asks it, pointing to Monday: "¿Qué día de la semana es hoy?" The puppet answers: "Lunes." The teacher continues with this procedure until the pupils have heard the question and answer several times.
3. Now the teacher practices the days by means of choral and individual repetitions. Saying the days in rhythm will aid the memory.

   Lunes, martes,
   miércoles, jueves,
   viernes, viernes,
   sábado y domingo.
4. Singing the days of the week to the tune of *Fray Felipe* is not only fun for the children, but it is another excellent memory aid:

   Lunes, martes
   Lunes, martes
   Miércoles
   Miércoles
   Y mañana jueves
   Y mañana jueves
   El viernes viene después
   El viernes viene después.
5. The teacher now points to each day on the calendar and asks the class: "¿Qué día de la semana es hoy?" The teacher elicits the group response: "Hoy es lunes (martes, miércoles, etc.)."
6. In teaching children to say the question *¿Qué día de la semana es hoy?*, it is best to break it up into its parts, namely, *día, Qué día, Qué día es,* and finally *hoy.*
7. Individual responses are now elicited to the question *¿Qué día de la semana es hoy?*

Summary

The puppet asks volunteers to say the days of the week in order.

Follow-Up

1. The following new vocabulary and expressions are introduced:

   ¿Qué vas a hacer?
   Yo voy . . .
   y también

2. The days of the week are reviewed every day with the calendar as the starting point. The teacher points to a particular day and asks the question *¿Qué día de la semana es hoy?*
3. There are daily choral recitations of the days of the week. These are done in rhythm and in song.
4. In a round robin exercise each child asks another child *¿Qué día de la semana es hoy?* The child who responds starts with the first school day. Each succeeding child gives the next day.
5. The teacher presents the following dialogue:

   Muy buenos días.
   Buenos días.
   ¿Qué tal?
   Bien, gracias.

6. **Poems**

   a. Voy a la escuela los lunes
   los martes y los miércoles
   Voy a la escuela los jueves
   Y los viernes también.

   b. Muy buenos días a todos
   ¿Qué día es hoy?
   Hoy es lunes y
   a la escuela voy.
   Mañana martes será
   y a la escuela se regresará.
   El miércoles, jueves y viernes
   también clases habrá
   y por eso los niños
   alegres están.

7. **Game**

   Each child selects a day of the week. A child asks another child *¿Cómo te llamas?* and the child answers, *Me llamo* (whatever day the child selected). The child who gives his/her real name is out of the game.

Additional Material for Grade 1

1. The teacher reviews the vocabulary and the expressions taught in kindergarten stressing the days of the week and the two following questions:
   a. ¿Qué día de la semana es hoy? Hoy es —.
   b. ¿Adónde vas? Yo voy a la escuela.
2. The teacher introduces new vocabulary that will vary the answers to the question *¿Adónde vas?* and that will enrich the dialogue learned in kindergarten:

   a la escuela
   al cine
   al parque
   Me quedo en casa.
   Estoy enfermo(a).
   Hasta mañana.
   ¡Qué lástima!
   ¿Cómo estás tú?
   No muy bien.

3. The dialogues taught in kindergarten are extended:

   a. Hola Pablo, ¿cómo estás?
   Bien, María. Y tú, ¿qué tal?
   Perfectamente bien.
   Adiós, hasta mañana.

   b. ¿Adónde vas, Carmen?
   Voy a la escuela.
   ¿Cómo estás?
   No muy bien.

4. The following questions and answers are practiced for mastery:

   a. ¿Adónde vas los lunes? Los lunes, voy a la escuela.
   b. ¿Adónde vas los domingos? Los domingos voy al cine. Los domingos me quedo en casa.
   c. ¿Adónde vas los sábados? Los sábados voy al parque.

5. **Poem**

   Me dijo mi hermana
   que siete días hay
   en una semana
   lunes, martes, miércoles
   jueves y viernes,
   más mi tío Mingo dice
   debes añadir
   el sábado y el domingo.

6. **Game**

   ¿Qué día es? ¡Adivina, por favor!

   The class is divided into two teams. A child from each team stands near the calendar. The child from team A points to a day of the week and a child from his/her team answers the question *¿Qué día de la semana es hoy?* The child with its back to the calendar has three chances to guess the right day. If the child names the right day, his/her team scores a point and the other team selects a child to answer the question. If the child from A team does *not* guess correctly after naming three days, the other team scores.

Additional Material for Grade 2

1. The material taught in kindergarten and Grade 1, including dialogues, songs and poems is reviewed.
2. The following new words and expressions are introduced:

   mañana
   ayer
   mi compañero(a)
   al circo
   a la tienda
   regular
   con
   Todo va bien.
   ¡Qué suerte!
   Vamos
   ¡caramba!
   Tienes razón
   Las clases comienzan.

3. The dialogues taught previously are extended to include as much of the following dialogue as the children can absorb without difficulty. *Sentences can be eliminated without affecting the continuity of the dialogue.*

   a. Buenos días, mi amigo.
      Muy buenos días.
      ¿Cómo estás tú?
      Muy bien, gracias.
      Y tu mamá, ¿está bien ella?
      Muy bien, gracias.

   b. Tu perro, ¿está bien?
      Regular.
      ¿Adónde vas el sábado?
      Voy al circo.

   c. Los domingos voy al parque con mi familia.
      ¿Y los lunes?
      Los lunes, voy a la tienda con mi madre.

   d. ¿Qué haces los otros días?
      Los martes, voy a la escuela.
      Los miércoles, los jueves, y los viernes también.

4. Ordinal numbers can be introduced by having the children repeat the following sentences in rhythm:

   El lunes es el primer día de la semana. El martes es el segundo día de la semana. El miércoles es el tercer día de la semana, etc.

   In time the children can be asked to respond to the question *¿Cuál es el primer día de la semana?*

5. **Poems**

a. ¡Hola! lunes,
¿Qué tal? martes,
Bastante bien, miércoles
Dile a jueves
que venga el viernes
con el sábado
a comer el domingo.

b. Hay en la escuela
siete niñitos:

Primero el lunes,
flojo y dormido.

Segundo el martes,
bueno y activo.

Tercero el miércoles,
pasa jugando.

Cuarto es el jueves,
serio y callado.

Quinto es el viernes,
tranquilo y tímido.

Sexto es el sábado,
¡el más lucido!

Por fin, domingo,
¡bello y querido!

6. **Game**

The teacher writes the numbers one to seven on the chalkboard. Class is divided into two teams. Two volunteers of each team come up to the chalkboard. The teacher asks child one of Team A: "¿Cuál es el primer día de la semana?" If the child answers correctly, the team scores a point and the teacher writes in the day *near* number 1. She then asks the first child of Team B the question: "¿Cuál es el quinto día de la semana?" Again, if the answer is correct, the teacher fills in line five and the team scores. If the child's answer is incorrect, the child sits down. Another child from that team comes up and the opposite team scores the point. The game continues until all the days have been written on the board.

Unit 7: Parts of the Body

Objective

The children will develop oral/aural communication skills with vocabulary items relating to parts of the body.

Motivation

1. The teacher displays poster cards with illustration of parts of the body and says: "Can you tell us what these pictures are about? Raise your hand, if you can tell us the names of each of these parts of the body."
2. The teacher calls on individuals to give the English word for each item and then asks for choral repetition of these words.
3. The teacher says: "When we have practiced our new Spanish words enough, we will be able to do many things, such as play a game, recite a poem, sing a song and even do a dance."

Materials

Pictures of parts of the body
Music: *Hansel and Gretel* — "With the feet go tap, tap, tap, etc."

Procedures

1. The teacher begins with a brisk warm-up including previously learned items.
2. Using the pictures, the teacher models the new Spanish vocabulary:

la cabeza	la boca
los ojos	las manos
la nariz	los pies

3. The teacher asks for repetition of the vocabulary by the entire class, small groups and individuals as each item is shown on the picture.
4. The teacher instructs the class to stand by saying: "Y *ahora, alumnos, levántense, toquen y nombren.* Say after me and do as I do."

   The teacher models actions and the vocabulary:

la cabeza	Places hands on head
los ojos	Points to eyes
la nariz	Touches nose
la boca	Touches mouth
las manos	Wiggles hands
los pies	Bends and touches feet with hands

   The class joins in the activity and repeats the vocabulary. The teacher presents the expressions in the order shown above.
5. The target vocabulary and the gestures are now presented and repeated out of order.
6. The teacher says: "Now, boys and girls, we can play a game. I will say the Spanish word but I will not show you the part of the body. You will say the Spanish word and point to the part of the body it names. Are you ready?" The teacher first says words in the order of the original presentation. Then the teacher presents the words out of order.
7. Frequent and effusive compliments are used by the teacher to encourage the class. *¡Bravo! ¡Magnífico! ¡Excelente! ¡Formidable!"*

Summary

The teacher instructs the class to sit down by saying, "*Y ahora, mis alumnos, siéntense.* Boys and girls, you did so well today. (Pointing to pictures.) Raise your hand if you can tell us the Spanish name for the part of the body I am pointing to." Allow time for individuals to respond and after each response the teacher models the word for choral repetition.

Follow-Up

Subsequent lessons in this unit should include drill of target vocabulary in the warm-up. The following activities are used to expand and reinforce the core of the unit.

1. **Games**
   a. *Toquen y nombren* — The teacher touches a part of the body and the class must provide the name.
   b. *Nombren y toquen* — The teacher says the name of a part of the body (without gesture) and the class must repeat the Spanish word and point to the part of the body.
2. Rhyme with actions: *Posen, por favor.*

	Actions
Den palmadas	Clap three times
Toquen con la punta del pie	Tap three times, left, right, left
Tóquense la nariz	Touch nose
Luego, posen, ¡Olé!	Pose in free choice style

3. **Song and Dance** — To the tune of *Hansel and Gretel*

With the feet go tap, tap, tap,
With the hands go clap, clap, clap,
Point your right and left foot now
One little turn and then we bow.

With the head go nip, nip, nip,
With the fingers snip, snip, snip,
Point your right and left foot now
One little turn and then we bow.

Los dos pies hacen: ¡tap, tap, tap!
Las dos manos hacen: ¡clap, clap, clap!
Un paso aquí, un paso allá
Una vuelta y ven acá.

La cabeza: ¡nic, nic, nic!
Los deditos: ¡tic, tic, tic!
Un paso aquí, un paso allá
Una vuelta y ven acá.

Actions

Feet tap left, right, left
Clap hands three times.
Point right foot, point left foot
One turn around in place, boys bow, girls curtsy.

Move head side to side, left, right, left
Fingers snap three times
Point right foot, point left foot
One turn around in place, boys bow, girls curtsy.

Additional reinforcement is achieved by having this done by smaller groups and by individual students.

Additional Materials for Grade 1

Allow time for sufficient review of kindergarten skills and activities pertaining to this unit.

1. Expand vocabulary to include:

el pelo	el cuello
las orejas	el estómago
los oídos	los dedos
los dientes	las piernas
la lengua	

2. Expand games *Toca y nombra* and *Nombra y toca* to include the new vocabulary.
3. Present the new song with actions to reinforce the vocabulary for *Parts of the Body:*

El Bim Bam Bu
(Done to the tune and actions of *Do the Hokey Pokey*)

Los ojos son para ver,
los oídos para oír,
la nariz es para oler,
la boca para comer.

Las manos para tocar,
los pies para caminar,
con el dedo señalar
todas las partes del cuerpo
que hoy vamos a estudiar.

Appropriate gestures should be used to signify particular parts of the body.

4. Explain rules and procedures for the game *Simón Dice* (Simon Says):

Sample Commands:

Simón dice:	Levántate
Simón dice:	Siéntate
Simón dice:	Tócate la cabeza, la nariz, etc.
Simón dice:	¡Posa!
Simón dice:	Da palmadas
Simón dice:	Toca con la punta del pie
Simón dice:	Da una vuelta

Additional Materials for Grade 2

Allow time for sufficient review of kindergarten and first grade skills and activities.

1. Expand vocabulary to include the following:

derecho(a)	a la derecha
izquierdo(a)	a la izquierda
Me levanto	
Me siento	
Estoy de pie	

2. **Game**

¿Quién es? — Dibuja una imagen de un amigo. (Draw a picture of a friend.) Instruct the children to draw a picture of a person. They are to point out parts of the body, and name them in Spanish. *¿Quién es? Es Pablo. (Es María. Es Roberto. Soy yo.) Aquí está la nariz. Aquí está la boca. Aquí están los pies, etc.*

3. **Activity Poem**

The teacher models a poem and demonstrates appropriate action. The teacher elicits the meaning of the poem, models it line by line and allows for choral repetition with appropriate actions.

Mi cuerpo y yo

Yo me levanto, estoy de pie
Cuento lo dedos uno, dos, tres.

Abro la boca, cierro los ojos
Me toco los labios que son rojos.

Giro a la derecha, estoy contento
Saco la lengua por un momento.

Abro los ojos, miro el cielo
Me toco la cabeza, cubierta de pelo.

Doy palmadas, levanto el brazo
Giro a la izquierda y doy un paso.

4. Individual children might produce cartoon strips illustrating each line of the poem and describe each picture by saying lines of the poem.

5. Expand the game *Simón Dice* to include activities from the poem *Mi cuerpo y yo.*

6. The children can make flash cards of individual parts of the body. Use them in the game *¿Qué es? (What is it?).* The responses would be: *Es la boca, es la nariz, etc.* Use also negative response. Example: Show card illustrating nose. Question: *¿Es la boca?* Response: *No, no es la boca. Es la nariz.*

Unit 8: Health and Illness

Objectives

The children will learn

- conversational patterns relating to health and illness
- the relationship between good hygiene, good nutrition, good habits and good health
- social skills, such as acknowledging a sneeze, and expressing regret

Motivation

The teacher introduces two puppets to the class by saying: "Boys and girls, these two are our friends. The boy's name is Paco and the girl's name is Ana. Let us say hello in Spanish to them: *¡Buenos días, Paco! ¡Buenos días, Ana!*" (Class repeats.) "Our friends meet in the street and because they are very polite, after they say hello, they ask: *¿Cómo estás hoy?* How do you feel today?"

Materials

Two puppets (a boy and a girl)
Music: *Tengo una muñeca vestida de azul . . .*
Performance: rhymes and poems

Procedures

1. Using boy and girl puppets, the teacher explains dialogue and models it in Spanish:

   Ana: ¡Buenos días, Paco!
   Paco: ¡Buenos días, Ana! ¿Cómo estás?
   Ana: Muy bien, gracias. ¿Y tú?
   Paco: Bien, gracias.
   Ana: ¡Adiós! ¡Hasta luego, Paco!
   Paco: ¡Adiós! ¡Hasta luego, Ana!

   (See the specific directions for the presentation and teaching of dialogues.)

2. Introduce and explain: *¿Cómo te sientes?* How do you feel?(When an inquiry is being made relating to health.)
3. Round robin drill with target phrases:

   ¿Cómo estás? Muy bien, gracias.
   ¿Cómo estás? Regular, gracias (no muy bien, mejor gracias, etc.).

4. *Change of Pace:*
   a. Rhyme with vocabulary being learned.
   b. Game with parts of the body.
   c. Songs with parts of the body.
   d. Poem by J. Ramón Jiménez.

Summary

"Boys and girls, we heard a conversation today. Who will tell the names of our two new friends? What did they say? Let's go over our conversation using our puppet friend." Choral recitation of dialogues by entire class follows.

Follow-Up

The following activities are used to expand and reinforce the unit:

1. Expand vocabulary in round robin drills:

   ¿Cómo estás? Regular, gracias.
   ¿Cómo estás? No muy bien, gracias.
   ¿Cómo estás? Muy mal, gracias.

   (Repeat the same using *¿Cómo te sientes?*)

   ¡Qué lástima!
   ¡Lo siento!

2. Present and drill sneeze sequence: *Una diversión*

1st child: (Sneeze)	Adult: (Sneeze)
2nd child: ¡Salud!	Child: ¡Salud!
1st child: Gracias.	Adult: Muchas gracias.

3. Present and drill rhyme expressing good hygiene and good health habits.

   Teacher should develop class discussion regarding sneezing and coughing in class and the proper way to handle this, as illustrated in the rhyme:

   La Boca y la Nariz

   Tápate la boca al toser,
   Y el estornudo, esconder,
   Pues, una clase saludable,
   Es muy agradable.

4. After reviewing *Me duele* from previous units, the teacher might introduce this very Hispanic tune:

   Mexican Hat Dance

   La raspa zumbazón
   Espíritu vacilón
   Por eso Don Simón
   Lo baila sin pantalón.

   La raspa, etc.

   Ay mamá me duele la muela,
   Porque no quiero ir a la escuela.
   Ay mamá me duele la muela,
   Porque no quiero ir a la escuela.

Additional Material for Grade 1

1. Expand vocabulary to include:

   present = presente
   absent = ausente

¿Cómo estás?	Regular, gracias.
¿Cómo estás?	Muy mal, gracias.
¡Qué lástima!	
¡Estoy mal!	
¡Lo siento!	
¿Dónde está Roberto?	Aquí está Roberto.
	Roberto está ausente.
	Él está enfermo.
¿Dónde está María?	Aquí está María.
	María está ausente.
	Ella está enferma.

   a. Drill the above by means of repetition drill.

   b. Expand to round robin drill for taking attendance of class. Example:

      ¿Dónde está Pablo? Aquí, señora (name) (señorita, señor)
      ¿Dónde está Roberto? Roberto está ausente.
      ¿Dónde está Juana? Aquí, señora . . . (señorita, señor)
      ¿Dónde está María? María está ausente.

   c. Use the above in response drill with individuals.

2. Introduce new puppet friend Pepe, and new dialogue involving Paco and Pepe.

   ¿Dónde Está María?

Pepe:	¡Buenos días, Paco!
Paco:	¡Buenos días, Pepe! ¿Cómo estás?
Pepe:	Muy bien, ¿Y tú?
Paco:	Regular, gracias.
Pepe:	¿Dónde está María?
Paco:	Ella está ausente.
Pepe:	¿Por qué?
Paco:	Ella está enferma.
Pepe:	¡Qué lástima!
Paco:	¡Adiós, Pepe!
Pepe:	¡Hasta pronto, Paco!

   (Teacher might have to explain *Hasta pronto.*)

3. Review concept of relationship between good health habits, good nutrition and good health through poem:

La Higiene

Cepillo de diente
Tric a tric a trac
Tres veces al día
Los dientes a limpiar.

Manda el niño obediente
Al buen cepillo de diente.
Tres veces al día
Vamos a trabajar.
Tric a tric a trac.

Dice el niño descontento
A su estómago hambriento
Tres veces y cada día
Comida te voy a dar.

Tric a Tric a Trac

La madre muy complaciente
Abraza a su niño obediente,
Porque un niño saludable
¡Es un niño agradable!

Short poem:

Manos que demuestran cariño
Manos que demuestran dolor
Manos que se mueven en el viento
Como los pétalos de una flor.

Additional Material for Grade 2

1. Expand vocabulary to include:

¿Qué pasa? — ¿Qué tienes?
Me duele la cabeza
Me duele el estómago
Me duele la garganta (point out that this simply means throat)
Me duele la muela
Me duelen los ojos
voy (vamos) al dentista
voy (vamos) al doctor (médico)
¿A dónde vas? Voy al dentista (al doctor).

Drill these expressions first by means of repetition drills, then expand to round robin and individual response drills.

2. Present new dialogues as reinforcement of the target vocabulary above. Reintroduce puppets.

¿Adónde Vas?

Paco: Ah, María, ¿cómo estás?
María: Oh, muy mal, gracias.
Paco: ¡Lo siento! ¿Adónde vas?
María: Voy al doctor.
Paco: Y yo voy al dentista.
María: ¡Ah!, ¿te duelen los dientes?
Paco: Solamente para examinarlos.
María: ¡Adiós, Paco!
Paco: ¡Hasta pronto, María!

3. Children can now develop their own dialogues on themes relating to health. Assign partners or permit children to select their partners.
4. Present rhyme to reinforce language skills and concepts about health habits:

Mucha Felicidad

Cepíllate los dientes
tres veces al día
es un buen hábito
que da salud y alegría.
Ve al dentista
dos veces al año
evita que las caries
te hagan daño.

Discuss the concepts illustrated in the rhyme.

5. Make class charts *Una Visita al Dentista, Una Visita al Doctor.* List all names of students and indicate dates of their visits to dentists or doctors. Names listed should be Spanish names, if assigned by the teacher.
6. Review all rhymes, poems, songs and vocabulary in this unit.

Unit 9: Numbers and Numeration (Part I)

Objectives

- The children will learn the Spanish equivalents for the numbers 1 through 10.
- The children will recognize and identify the symbols 1 through 10.

Motivation

The teacher shows class flash cards with numerals from 1 to 10. "Boys and girls, these are our old friends, numbers. Let's say their names in English." Class recites in English numbers from 1 to 10 as teacher holds up corresponding flash card. "Very good, class. Now, let's use our numbers in English to count our fingers." Class counts in English 1 to 10 showing the appropriate number of fingers. "Boys and girls, just as some of you have new Spanish names, we are going to learn the Spanish names for our old friends, the numbers."

Materials

1. Set of 10 flash cards with numerals 1 to 10.
2. Several groups of 10 identical objects (ex.: pencils, pens, spoons, etc.).
3. Poem *Diez Perritos* sung to tune of *Ten Little Indians.*

Procedures

1. Using flash cards with numerals 1 to 10, teacher models Spanish equivalents. Choral repetition by entire class follows:

   uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez
2. The teacher leads class in counting in Spanish using fingers to indicate number being said.
3. The teacher selects flash cards out of order, models the appropriate Spanish number, the class repeats.
4. Teacher instructs class to stand by saying: "*Ahora bien, mis alumnos, ¡levántense Uds.!* Boys and girls, let's use our Spanish numbers in some exercises. First, by clapping our hands. As we say each Spanish number, we will clap our hands the number of times that matches the number we are saying." The teacher says "uno." The class repeats "uno" and claps hands once. The teacher says "dos"; class repeats "dos" and claps hands twice. The teacher continues to ten.
5. The teacher then says, "Now, let's tap our right foot to match the Spanish number we are saying." The same procedure that was used above for clapping hands follows.

Summary

The teacher instructs class to sit down. "Muy bien hecho. ¡Siéntense Uds! Raise your hand if you can tell us the name in Spanish of the number on the flash card." Time is allowed for individuals to respond, and after each response, the teacher models the Spanish number and the entire class repeats.

Follow-Up

The following activities are used to expand and reinforce the unit:

1. Reinforce the numbers 1 to 10.

   Round robin drill: Children recite numbers in sequence.

   Toca el tambor: Child taps on drum and calls on another student to say in Spanish the number of times tapped. If correct response is given, the child who responded correctly gets turn to tap on drum, etc. Other musical instruments may be used: cymbals, bells. Expand physical exercises as shown in number 4 above:

Da saltitos (plural *den saltitos*) — jump in place the number of times said in Spanish

Da saltitos con el pie derecho — hop on right foot

Da saltitos con el pie izquierdo — hop on left foot

2. Expand number concept to identification of number of elements in a group:

   The teacher puts on the floor ten identical objects (pencils) and says: «Dame cinco lápices.» The child must hand over the correct number of pencils asked for. This may be played as a game and one child calls on another.

3. Reinforce skill of recognizing symbol of numeral with number word:

   Teacher puts on the floor flash cards with numerals and says: «Dame tres.» The child must hand over flash card with numeral "3." This may also be played as game and one child calls on another.

4. Put flash cards face down. Call on child to select and identify the number selected.

5. Explain the song *Diez Perritos.* "Boys and girls, you remember the song we learned about the ten little Indians. Let's go over that song in English before we hear the same story in Spanish." Review the song in English. Then present the Spanish version. (Tune: *Ten Little Indians.*)

   Uno, dos, tres perritos,
   Cuatro, cinco, seis perritos,
   Siete, ocho, nueve perritos
   Diez lindísimos perritos.
   (Gestures: Show fingers at each count
   until all ten fingers are raised.)

   Diez, nueve, ocho perritos,
   Siete, seis, cinco perritos,
   Cuatro, tres, dos perritos,
   Un lindísimo perrito.
   (Decrease set of 10 fingers
   by one at each count.)

Additional Material for Grade 1

Allow time for sufficient review of kindergarten skills and activities pertaining to this unit.

1. Expand vocabulary to include 0 and numbers 11 to 20: 0 — cero, 11 — once, 12 — doce, 13 — trece, 14 — catorce, 15 — quince, 16 — diez y seis, 17 — diez y siete, 18 — diez y ocho, 19 — diez y nueve, 20 — veinte

   Drill the above with flash cards and objects as was done in kindergarten.

2. Present the Spanish equivalent for the plus symbol and for equal.

3. Model additional sentences in Spanish: *Dos y uno son tres.* Choral repetition.

4. Present additional examples of addition sentences, using corresponding addition flashcards as motivation. Use combinations for which the highest sum is 20.

5. Model question for addition sentences: *¿Cuántos son dos y uno? Dos y uno son tres.*

   Items 2 and 3 above can be extended into arithmetic games with flashcards. One child can ask another.

6. Expand song *Diez Perritos.* Review version presented in kindergarten.

   "Boys and girls, this year we can use this song to sing about other people. We can add gestures or motions which these people would use."

   a. A los diez soldados les gusta caminar.
      — salute and mark time in place
   b. A los diez inditos les gusta cazar.
      — posture for hunting
   c. A los diez muchachos les gusta saltar.
      — jump in place
   d. A las diez bailarinas les gusta bailar.
      — pirouette in place
   e. A los diez bebitos les gusta llorar.
      — mime action rubbing eyes as crying

Additional Material for Grade 2

Allow sufficient review of kindergarten and first grade skills and activities.

1. Expand vocabulary to include numbers 21 to 31. Drill the above with flashcards and objects as prescribed in kindergarten and first grade activities.
2. Present Spanish equivalent for minus symbol (-) and for equal (=). Use subtraction flashcards as motivation.

   Model subtraction sentence: *Cuatro menos tres es uno.* Choral repetition. Present additional examples of subtraction sentences using flash cards as motivation.
3. Model question for subtraction sentences: *¿Cuánto es cuatro menos tres?*

   Items 2 and 3 above may be extended into arithmetic games with flashcards. One child may ask another. Two teams in class might prepare their own flashcards and try to stump their opponents.
4. Expand song *Diez Perritos.* Review the versions presented in kindergarten and first grade.

   "Boys and girls, this year we can use this song to sing about some of our pets."

   a. A los diez pececitos les gusta nadar.
      — gesture for swimming like fish
   b. A los diez pajaritos les gusta volar.
      — use arms like wings to fly
   c. A los diez loritos les gusta hablar.
      — make sound of "caw" like parrot
   d. A los diez perritos les gusta jugar.
      — mime playful puppy
   e. A las diez tortuguitas les gusta esconderse.
      — fold arms over head to hide oneself

Unit 10: Numbers (Part 2)

Objectives

The children will learn

- conversational patterns related to numbers (kindergarten: age; first grade: time; second grade: telephone numbers)
- social skills: offering congratulations on the occasion of a birthday

Motivation

Broad Motivation: The teacher reintroduces puppets, Roberto and María. "Today, boys and girls, is a special day for María. Let's find out from our story what her special day is."

Materials

Boy and girl puppet
Paper crown for birthday child song
Music to *Happy Birthday* song

Procedures

1. The teacher begins the lesson with a review of numbers.
2. Using boy and girl puppets, teacher introduces dialogue and models in Spanish for the class:

   Roberto: Hola, María. ¿Qué tal?
   María: Muy bien, gracias. Hoy es mi cumpleaños.
   Roberto: ¡Qué bien! Felicidades. ¿Cuántos años tienes tú?
   María: Tengo cinco años.
   Robert: Pues — Felicidades.

   Happy Birthday Song

   Felicidades a ti
   Felicidades a ti
   Felicidades (name of person)
   Felicidades a ti.

   The teacher elicits from the class significant facts about the dialogue in English. The teacher repeats the dialogue in Spanish. The children listen again.

3. The teacher presents the dialogue line by line (except for the song). There is choral repetition. The song is sung in entirety with repetitions.

4. The teacher says, "Boys and girls, we can now say our own age. How many children will say that they are 5 years old? They will say, *Tengo cinco años.* Repeat after me and show five fingers. Repeat *Tengo cinco años.* How many children will say they are 6 years old? They will say *Tengo seis años.* Repeat after me and show six fingers. *Tengo seis años.*"

   Repetition drill with target phrases:

   ¿Cuántos años tienes tú? Tengo cinco años. (Show five fingers.)

   ¿Cuántos años tienes tú? Tengo seis años. (Show six fingers.)

5. Practice *Happy Birthday* song (place crown on head of a child):

   Que lo pases feliz
   Que lo pases feliz
   por ser tu cumpleaños
   que lo pases feliz.

Summary

Teacher elicits from class summary of the dialogue in English. How many children can answer this question: *¿Cuántos años tienes tú?* Call on individuals for response.

Follow-Up

The following activities are used to reinforce and expand the unit:

1. Round robin drill with the question: *¿Cuántos años tienes tú? Tengo ____ años.*
2. Group and individual presentation of the dialogue about María's birthday.
3. Expand Birthday Song with *How Old Are You Now?* which is sung after *Felicidades*:

   Tune: *How Old Are You Now?*

   ¿Cuántos años tienes tú?
   ¿Cuántos años tienes tú?
   ¿Cuántos años tienes tú?
   ¿Cuántos años tienes tú

   Child to whom song is sung responds with *Tengo ____ años.*
4. Children can prepare brief dialogues fashioned after the unit dialogue. Use own names and ages.
5. On the occasion of each child's birthday, the class should sing the *Happy Birthday* song to child in Spanish and English. For those children whose birthdays are celebrated in the summer or who may have celebrated birthdays before these activities were introduced in Spanish, a special rendition of the songs should be offered.

Additional Materials for Grade 1

Allow time for sufficient review of kindergarten skills and activities pertaining to this unit.

1. Expand the question regarding age to include relatives and friends:

   ¿Cuántos años tiene tu amiga María?
   María tiene seis años. Ella tiene seis años.
   ¿Cuántos años tiene tu amigo?
   Mi amigo tiene cinco años. El tiene cinco años.
   ¿Cuántos años tiene tu padre/papá? tu madre/mamá, tu hermano, tu hermana, etc.

   This drill provides an excellent opportunity to generalize in an informal way with regard to the use of masculine or feminine possessive adjectives.
2. Expand unit on the numbers to expressions of time:

   Present only time on the hour in first grade. Motivation: Clock.

   Model question and responses:

   ¿Qué hora es?
   Es la una.
   Son las dos.
   Son las tres.
   (on the hour until 11:00)
   Es mediodía.
   Es medianoche.

   At this stage, it is better to present the 24 hours as two sequences of 12 hours each although this may not conform to current practices in Spanish-speaking countries. Special mention may be made of the differences as a cultural note.
3. Similarly in teaching how to tell time the teacher may use an informal approach. When the children know the numbers in Spanish, they may, as one of their games, point to any number on the clock and call on their friends to say the number in Spanish. Somewhere in the room there should be a large cardboard clock with movable hands. Then at any appropriate time, preferably on the hour, the teacher may look at her watch and say, "¿Qué hora es? Son las once." She then moves the hands of the artificial clock to the actual time and repeats, "Son las once. ¿Qué hora es? Son las once." This is repeated several times by the class, by smaller groups and by individuals.

   On another day, toward the end of the Spanish lesson, the teacher may suddenly look at her watch and say, "Oh, ya son la once y media. ¿Qué hora es? Son las once y media."

In this way, telling time has meaning and becomes part of the activities and experiences of the day.

Additional Material for Grade 2

Allow sufficient time for review of kindergarten and first grade skills and activities.

1. Expand unit on time to include half past, a quarter past and a quarter to the hour.

   Es la una y media.
   Es la una y cuarto.
   Es la una menos cuarto.
   Etc., etc. with each hour.

   Son las doce y media.
   Son las doce y quince.

2. Expand game *¿Qué hora es?* to include new time expressions.

3. **Game**

   Zumbido

   This is played like the English game *Buzz* except that the word *Zumbido* is substituted for *Buzz* and the counting is done in Spanish.

4. Expand the unit on numbers to include the presentation of telephone numbers.

   The teacher should advise the class in advance of this presentation that each child should know his or her telephone number in English. Children may wish to refer to written numerals at the beginning stages of this skill development.

   ¿Cuál es el número de tu teléfono? Mi número de teléfono es 543-0123 (cinco, cuatro, tres, cero, uno, dos, tres).

   Choral repetition of the key question and of the response may be conducted before the presentation of personal phone number.

5. Game reinforcement of telephone number: Child goes to chalkboard and asks another child: "¿Cuál es tu número de teléfono?" The child responds: "Mi número de teléfono es 987-6543 (nueve, ocho, siete, seis, cinco, cuatro, tres)."

   As the child responds, the student at the board writes the numerals of the telephone number and says: "Tu número de teléfono es 987-6543, ¿verdad?" The child at the seat responds affirmatively, if correct: "Sí, lo es." The second child then takes place at the board. The game continues as another child is called on.

   If the child at the board responds incorrectly, the child at the seat responds negatively, "No, no lo es" and repeats the telephone number to allow time for the boardwork correction.

6. Teach poems to reinforce basic numbers:

   Uno, dos, tres, cuatro y cinco
   Me pongo de pie y brinco.
   Seis, siete, ocho, nueve, diez,
   Uno los pies y me siento otra ve

   or

   Dos y dos son cuatro, cuatro y dos son seis
   Seis y dos son ocho y ocho dieciseis.

7. Arrange a series of boxes in the following way:

   Make 7 columns of boxes with 6 boxes in each column. The teacher calls a number from 1 to 42 and has the student place that number in the correct slot.

   The same set of 7 boxes across could represent the days of the week and the teacher would call: "Lunes, el dos de mayo." The students would then put the number "two" in the box which would represent Monday.

   The chart would look like this:

domingo	lunes	martes	miércoles	jueves	viernes	sábado

8. Have students memorize the following poems:

   a. Dos y dos son cuatro;
   Cuatro y dos son seis;
   Seis y dos son ocho
   Y ocho dieciseis.
   Estos son los pares,
   Nones yo no sé;
   Y el número cero,
   Quién sabe qué es.

   b. Tengo, tengo, tengo
   tú no tienes nada.
   Tengo tres ovejas,
   en mi manada.

   Una me da leche,
   una me da lana,
   y otra mantequilla,
   para la semana.

   c. A, e, i, o, u, arbolito de pirú,
   dime ¿cuántos años tienes tú?

   d. Que tontería
   buscar la luna
   al mediodía.

87

9. **Games**

El Libro

This is a game for ten players on each of two sides.

a. *Needed:* A book.

Each player is given a number and they place themselves in the following positions:

Side one: 1 2 3 4 5 6 7 8 9 10

Center: a book

Side two: 10 9 8 7 6 5 4 3 2 1

The teacher calls out: "¡El libro!" Then he calls out a number such as "cinco." Players on each side having the number race for the book, and the one who reaches it first snatches it up and shouts:

¡Lo tengo! ¡Tengo el libro!
I have it! I have the book!

If he cannot remember the phrase, he cannot pick up the book. The onlookers say the phrase for him and the other side receives the point. Every time the player repeats the phrase correctly and picks up the hat, he makes a point for his side.

b. *Podemos Contar*
(We Can Count)

Students can practice numbers as well as learn the Spanish names of their classmates in this game, which can be played by any number.

Needed: A large ball.

Children, who have all previously chosen Spanish names, stand in a circle. One player bounces the ball, counting to any number he chooses, once for each bounce. Other players count with him. Sometime during the count, he calls one of the other players, "María," for example, and tosses the ball to her. The child who catches the ball must say:

Me llamo María. (My name is Mary.)

88

Then she bounces the ball and continues counting, accompanied by the others. In order that every child may have a turn, each player may be limited to ten bounces, after which he must throw the ball to someone.

c. *¿Qué Número Tiene?*
(What number do you have?)

Any number may play this game, an excellent one for learning Spanish numbers.

Needed: A large ball.

The players form a circle and each one is assigned a number. The Leader, in the center of the circle, calls out a number, such as *ocho*, and tosses the ball to the child who has that number. The child, as he catches the ball, must repeat his number. He must then call another number and toss the ball across the circle to the child who has that number. The second child repeats the action of the first, remembering to repeat his own number before he calls the next one, and the game continues in this manner.

d. *¿Cuántas Veces?*
(How many times?)

Any number may play.

Needed: A large ball.

The players form a circle. One player begins by bouncing the ball as he counts:

Uno, dos, tres, cuatro, etc.

When he makes a mistake or can count no further, another takes his place with the ball. Or the teacher may set a limit on the number of times each player may bounce the ball, after which he must pass it to another player, who repeats the same count.

10. *Trabalenguas*

Si tres tríos tiene Trini
y tú tienes otros tres,
¿cuántos tríos tiene Trule
si son trece menos seis?

Unit II: Family and Friends

Objectives

Children will be able to

- identify family members in Spanish
- distinguish between *un amigo* and *una amiga, un niño (chico, muchacho)* and *una niña (chica, muchacha)*
- distinguish between *Él se llama* and *Ella se llama; Él tiene* and *Ella tiene*, and *Yo tengo*
- use the adjectives *pequeño, grande, bonita, guapo*

Motivation

The teacher shows the children pictures (large) of a family, including a mother, a father, a little sister, a big brother and a baby. The children are asked to identify each family member in English. Questions about their own family then follow: How many people are there in your family? Do you have a sister or brother? Does he or she go to school?

Materials

Puppets
A family picture
Cut-outs of family members
A taped lesson of the unit

Procedure

1. Warm up with materials taught previously.
2. The teacher holds up the picture of a family. Holding up the picture, the teacher says: *Aquí está una familia — una familia. Repitan: una familia.*

   Pointing to each member of the family, the teacher says: *Aquí está el padre, la madre, la hermana, el hermano, y el bebé.*
3. After hearing the expressions pertaining to the family several times, the children repeat them.
4. A puppet points to a member of the family and says: *¿Quién es?*

   At first the teacher answers the puppet's questions and then the puppet turns to the children and poses the same question. The answer can be either: *es el padre, es la madre*; or *el padre, la madre.*

Summary

Pointing to each family member, the teacher elicits the appropriate expressions from the children.

Follow-Up

1. Review the words and expressions taught in lesson 1:

Aquí está	la hermana
la familia	el hermano
la madre	¿Quién es?
el padre	Es . . .
el bebé	

2. The following vocabulary is to be included in the follow-up lessons. It is to be taught in context only.

   un niño (un chico/un muchacho)
   una niña (una chica/una muchacha)
   bonita, guapo
   simpática, simpático
   grande, pequeño (mayor/menor)
   alto, bajo
   Yo soy
   Aquí está
   Y yo
   Aquí estoy yo . . .

3. After reviewing the expressions for the members of the family with *¿Quién es?* and *Muéstrame*, the teacher points to boys in the class and says: *Aquí está Pablo. Es un niño. Aquí está Juan. Es un niño. Aquí está Martín. Es un niño. Andrés, un niño.* The same is done with the girls. (Teacher is reminded that generally es un/es una should be modified.)

4. The teacher points to children across the room and says, *Niño, niña.*

5. The children learn to distinguish between mother and father, sister and brother, boy and girl with the questions:

   ¿Es la madre o el padre?
   ¿Es el hermano o la hermana?
   ¿Es niño o niña?

6. The teacher prepares the class for the poem *Mi familia* by clarifying the expressions:

   pequeño — grande
   aquí estoy yo
   simpática
   el medio

7. **Poem**

   La Familia

   Mi familia es la mejor
   mi mamá, mi papá
   y mi hermano menor.

   Y mi hermano Pedrito
   aunque sabe contar
   todavía es pequeñito.

8. **Playlet**

   Yo Soy el Más Pequeño

   La madre: Yo soy la madre.
   El padre: Yo soy el padre.
   El bebé: Yo soy el más pequeño.
   La hermana: Yo soy bonita.
   El hermano: Yo soy guapo.

   El bebé: Y yo soy el bebé (almost in tears!)
   La madre: Yo soy baja.
   El padre: Yo soy alto.
   El bebé: Yo soy el más pequeño — yo soy el bebé.

9. **Poem**

   Besos

   ¡Uno! ¡Dos! ¡Tres! ¡Cuatro! ¡Cinco!
   Quiero aprendar a contar,
   para saber cuántos besos
   le voy a dar a mamá.

10. **Songs**

   a. (Tune: *London Bridge Is Falling Down*)

      Mi familia está aquí
      Está aquí, está aquí
      Mi familia está aquí
      Y estoy alegre.

      Mi mamá me ama a mí
      Ama a mí, ama a mí
      Mi mamá me ama a mí
      Y yo también a ella.

   b. (Tune: *Happy Birthday*)

      Mi familia está aquí
      Te la presento a ti
      Mi mamá, mi papá
      Mi abuelita también.

11. **Game**

   Niño o niña

   Cut-outs of boys and girls are put in a bag. The class is divided into teams. A child from each team gets a chance to pick out a picture. If the picture is identified correctly as either boy or girl, a point is scored for the team.

12. **Game**

¿Quién es?

This game is the same as above, but now cut-outs of all members of the family are in the bag and the child must identify the member of the family correctly in order to get a point for his/her team.

Additional Material for Grade 1

1. Review the expressions taught in kindergarten using the family picture and the question *¿Quién es*? Review the use of *mi* and *mis* with madre, padre, padres, hermana, hermano, hermanos.
2. Introduce the following new vocabulary:

un amigo	¿Cómo se llama él?
una amiga	Él se llama . . .
tú tienes	¿Cómo se llama ella?
yo tengo	Ella se llama . . .
ella come	mucho
yo amo	muy fuerte
Ella me ama	los deportes
también	un niño
	una niña

3. A puppet points to boys in a picture, saying each time: *Es un niño*. The children repeat the sentence. The puppet repeats this with girls in the picture. The teacher repeats this procedure and then asks the questions:

¿Es un niño?
¿Es una niña?

4. *Replace: niño* with *un amigo; niña* with *una amiga*
5. The teacher points to a boy and says: *Aquí está un niño. Él se llama Pablo*. This is done several times until children acquire the concept of *él se llama* as contrasted with *yo me llamo* which was (supposedly!) reviewed in the warm-up.

   In subsequent exercises *ella* is substituted for *él*.

6. The question *¿Cuántos años tienes*? can now be extended to *¿Cuántos años tiene él*? and *¿Cuántos años tiene ella*?

7. **Dialogue**

Buenos días, amigo.
Buenos días, Pablo.
¿Quién es ella?
Es una amiga.
¿Cómo se llama ella?
Ella se llama María.
Ella es simpática.
Sí. Adiós. Hasta luego.

(Repeat dialogue using: *—Es un amigo. —¿Cómo se llama él?* and *—Él es guapo.*)

8. **Song**

To the tune of *Happy Birthday*

Mi amigo es Juan
y mi amiga María
ellos son divertidos
y jugamos con alegría.

9. **Game**

Él se llama . . .

The class is divided into two teams. The leader of team A points to a child in the class and says either: *Es un niño* or *Es una niña*.

The first child of his/her team must say: *Él se llama . . .* or *Ella se llama . . .*

If the child uses the correct pronoun, a point is scored for that team. Then it is team B's turn. Thus the game continues until all children have had a chance.

10. **Poem**

Todo para Mamá

Madre mia, hoy es tu dia
y yo te doy mi alegria,
que es lo que te puedo dar.

Madre mia, yo quisiera
que tu pena fuese mia.
¿Qué más puedo desear?

Additional Material for Grade 2

1. All material taught in kindergarten and Grade 1 is reviewed.
2. The new vocabulary includes the following:

Members of the family

(el) un tio	(la) una prima
(la) una tia	(el) un abuelo
(el) un primo	(la) una abuela

Verbs

Yo como . . . (Yo tomo para)	Yo duermo . . .
Yo miro . . .	Yo me lavo . . .

The house

la cocina	la sala
el comedor	el dormitorio
el cuarto de baño	

3. Holding a picture of a house, the teacher points to the various rooms, saying: *Es el comedor. Yo como en el comedor. Etc., etc.* The teacher demonstrates the act of eating, etc.
4. The children learn the name of each room by choral and individual repetition and are now able to answer *¿Qué es? ¿Qué cuarto es?*
5. The children learn to answer the question: *¿Qué haces en la cocina?* etc.

6. **Poem**

Mi Casa

En mi casita
pequeña y bonita
viven mi abuelita
papá, mamá y mi linda hermanita.

7. *Proverb:* Mi casa es tu casa.

8. **Song**

(To the tune of *London Bridge*)

Mi familia es la mejor
la mejor, la mejor
todos sentimos amor
cuando cantamos.

9. **Poem**

Diversión

El domingo descansamos
El lunes estudiamos
El martes jugamos
El miércoles cantamos
El jueves repasamos
El viernes nos examinamos
El sábado bailamos.

10. **Games**

a. Several children go to the board to draw members of the family. The volunteer who guesses what the author meant to draw gets a chance to try his/her skill.

b. Cut-outs of family members are in a box. A child from each of two teams must pull out and correctly identify it as mother, father, etc. If the child is correct, his/her team scores. If incorrect, the other team gets the point.

Unit 12: Weather, Seasons, Months

Objectives

Children will be able to

- answer questions based on daily and season weather conditions
- sing a song and recite a poem that reinforce expressions pertaining to the weather

Motivation

After the usual daily warm-up of re-entered material, assuming it is winter, the teacher puts her/his coat on, looks out of the window and says to the class, "It's cold. Are you cold too? Do you know what season we are in? Who likes the summer? Why?" If it is spring when this unit is reached, the teacher walks to the window, looks out and says cheerfully, "It is a beautiful day. I like the spring. The birds sing, the leaves turn green, the sun shines."

Pictures suggesting weather conditions are displayed. These pictures may be found in magazines if the teacher does not already have weather charts. Simple drawings also suffice as teaching aids for this unit. The teacher points to each pictures and asks the children to describe the weather. Is it cold? Is it warm? Is it windy? How can you tell it is windy? After a brief discussion of weather, the teacher asks the children if they would like to talk about these pictures in Spanish.

Materials

Puppets
Pictures that depict weather conditions
Recording of the day's lesson

Procedures

1. Just as in the motivation, the current weather is the point of departure for the first lesson of this unit. Assuming it is winter, the teacher puts a coat on or throws a sweater over his/her shoulders, uses body language as well as the verbal utterance *brrrrrrr* to indicate that it is cold. The teacher looks out of the window and says, «Hace frío.» Pointing to a picture of a person dressed in heavy winter clothes, the teacher repeats the expression several times. Group, row, individual repetitions follow. To assure comprehension of the question and answer, one puppet asks the other: «¿Hace frío?» The answer is (with a falling intonation): «Sí, hace frío.»

2. The puppet poses the same question to many pupils. When most children have acquired the ability to answer the question, the teacher follows the procedure shown in item 1 above to teach *Hace calor, Hace mal tiempo, Hace viento,* and *Hace buen tiempo.*

3. After each new expression has been taught, the previous ones are reviewed by means of pictures which are pointed to at random with questions such as *¿Hace frío o calor?* and *¿Hace buen tiempo o hace mal tiempo?*

Summary

Children are asked to come up to the weather pictures and to describe the weather, as the teacher points to pictures at random.

Follow-Up

1. Review expressions of the first lesson:

   Hace frío. Hace mal tiempo.
   Hace calor. Hace viento.
   Hace buen tiempo.

2. Words and expressions to be taught in context in follow-up lessons:

   en el verano Llueve.
   en el invierno Nieva.
   en el otoño Hace fresco.
   en la primavera

   Los meses del año son: enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre y diciembre.

3. The teacher follows the procedure shown above in presenting and teaching the expressions *Llueve*, *Nieva*, and *Hace fresco*. Additional pictures depicting rain and snow will be necessary as well as a picture of an autumn day to help clarify *Hace fresco*.

4. The teacher introduces the four seasons in Spanish after talking briefly about them in English.

5. The teacher points to each picture depicting the four seasons and says: *Estamos en invierno. Estamos en verano, etc.* As the pictures are pointed to again, the pupils repeat the expressions *en el verano, en el otoño, en el invierno*, and *en la primavera*.

6. The question *¿Qué tiempo hace en verano (en el otoño, en el invierno, en la primavera)?* is introduced. The answers to the question are reinforced with the following poem:

   En enero hace frío
   En febrero también.
   En marzo hace viento
   En abril está bien.
   En mayo hay flores
   Y en junio hay amor.
   En julio vacaciones,
   En agosto hace calor.
   En septiembre hay neblina,
   En octubre el tronar,
   Noviembre trae lluvia,
   Y diciembre el nevar.

7. **Game**

   Many pictures describing weather conditions are displayed. The class is divided into two teams. Each team lines up on either side of the pictures. The first child from team A points to any picture and asks the question: *¿Cómo está el tiempo?* If the first child on team B answers correctly, the team scores a point. Both children return to their seats. Now a child from team B asks the child on team A the same question. If team A answers correctly, it gets the point. If the answer is incorrect and the child on team B can answer the question, team B gets the point. The game continues until all the children are back in their seats. This game can be played with half the class one day and the other half the following day. It can serve as a review of the weather and seasons.

Additional Material for Grade 1

1. Review the vocabulary and expressions taught in kindergarten:

   ¿Cómo está el tiempo? Llueve.
   Hace buen tiempo. Nieva.
   Hace mal tiempo.
   Hace frío.
   Hace calor.
   Hace fresco.

2. The following vocabulary and expressions are to be introduced in Grade 1:

   ¿Llevas tú? Yo llevo . . .
   un abrigo
   un sombrero
   un traje de baño
   un suéter
   los chanclos
   un paraguas
   porque
   claro que sí
   Hola
   Date prisa
   ¿Estás listo(a)?

3. Review by means of group and individual repetitions the kindergarten poem *¿Cómo está el tiempo?*

4. The puppet asks the teacher: «¿Cómo está el tiempo durante el invierno?» The teacher answers: «En el invierno, hace frío.» The same question is posed for each season. The puppet now asks the questions of volunteers and continues to do so until the teacher is satisfied that most of the children understand how to answer the question.

5. The teacher reviews the question *¿Cómo está el tiempo?* which the pupils have heard and used in kindergarten. They engage in a round robin exercise of the questions *¿Cómo está el tiempo durante el verano (el invierno, el otoño, la primavera)*? The children are not to repeat the season of his/her neighbor.

6. The questions *¿Llevas un abrigo en el invierno? ¿Llevas un traje de baño en el verano? ¿Llevas un paraguas cuando llueve?* are introduced with the aid of pictures of a coat, a hat, a pullover, a bathing suit and an umbrella. The teacher first points to a coat, for example, and says: «Aquí está un abrigo. Repitan, un abrigo. En el invierno llevo un abrigo.» The teacher puts on his/her coat and says: «Llevo un abrigo en el invierno.» The teacher then points to a child and says: «Llevas un abrigo en el invierno y yo (pointing to herself/himself) llevo un abrigo en el invierno.» After this sentence has been repeated several times, the question *¿Llevas tú un abrigo en el invierno?* is asked of the children. The answer is repeated in chorus and individually.

7. The steps outlined in item 6 are used with other items of clothing. Once the pupils have mastered the sequence *¿Llevas tú?* and *Yo llevo* they are ready to answer the following questions:

   a. ¿Llevas tú un suéter en la primavera?
   b. ¿Llevas tú un traje de baño en el verano?
   c. ¿Llevas unos chanclos cuando llueve?
   d. ¿Llevas un suéter en el invierno o en el verano?
   e. ¿Llevas un sombrero en el invierno o en el verano?

8. *¿Qué tiempo hace?*

   Make a "weather board" from a flannel board. A round piece of yellow felt may be cut out for a sunny day, a piece of gray felt to represent clouds, or a piece of gray with white chalk marks for rain. Along with each felt picture is a sign describing the weather condition, such as *Hace sol.*

   When the "weather board" is finished, students can take turns keeping it up to date each day by mounting the appropriate symbol and sign on it.

El Calendario

Students might like to make a large calendar for the wall, marked with the Spanish name for the month at the top and with the days of the week printed in Spanish above the numbers. Make the number spaces large enough so that the weather conditions can be written under each day. Important dates for the class may also be indicated in Spanish on the calendar. Different students may undertake to make the calendar for each month of the school year.

The calendar for December might be modelled on this one:

Diciembre

Domingo	*Lunes*	*Martes*	*Miércoles*	*Jueves*	*Viernes*	*Sábado*
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

9. **Game**

   Children are asked to bring to school as many pictures as they can find that depict weather conditions. The class is divided into two teams. All pictures are placed in a box. A child from each team picks a picture and describes the weather. If the class agrees with the description, the team scores a point. If the answer is incorrect, the other team gets the point. The first team that gets a predetermined number of points wins the game.

Additional Material for Grade 2

1. The teacher reviews the vocabulary, expressions, songs and poems pertaining to the weather taught in kindergarten and Grade 1.
2. The following vocabulary and expressions are introduced in Grade 2:

   siempre
   la playa
   la granja
   yo prefiero
   yo nado
   el mes
   en el mes de
   no hay tarea
   una estación
   Tienes razón.

3. The teacher asks each child for his/her birthday and repeats the birthday month in Spanish. By the time all the children have had a chance to announce his/her birthday, the months have been heard at least once or twice.

4. Using the Spanish calendar, the teacher points to each month, names it in Spanish and asks the class to repeat it twice.

5. The teacher points to calendar months out of order and names them. This is followed by choral repetitions.

6. The months are recited in rhythmic groups.

7. **Poem**

   Treinta días tiene septiembre
   Con abril, junio, y noviembre
   Y los demás treinta y uno.
   Excepto febrero mocho
   Que sólo trae veintiocho.

8. Each child is given a "month name" and is told to remember his/her name. Teacher says: «Te llamas enero. ¿Cómo te llamas tú?» The first few children may have to be prompted to say: «Me llamo enero (febrero, etc.).» Once each child has a month name, he/she asks a neighbor in round robin fashion: «¿Cómo te llamas tú?» The neighbor who gave his "month name" continues by asking the next child the same question.

9. The following dialogue is taught in Grade 2:

Luis: Hace calor hoy.
María: Pues, es el verano.
Luis: No me gusta el verano.
María: A mí me gusta mucho.
Luis: ¿Por qué?
María: No hay clases.

or

Luis: Hoy hace mucho frío.
María: A mí me gusta así.
Luis: El verano es mejor.
María: ¿Por qué?
Luis: Hago bolas de nieve.

or

El profesor: ¿Qué día es hoy?
Vicente: Hoy es viernes.
El profesor: ¿Cuál es la fecha de hoy?
Vicente: Hoy es el dos de mayo.
El profesor: ¿Y mañana?
Vicente: Mañana no hay clases. ¡Es sábado!

Unit 13: Colors and Other Adjectives

Objectives

- The children will learn the Spanish equivalents for colors and other adjectives.
- The children will learn that colors in the environment transmit meaning (e.g., traffic lights, seasonal changes of leaves, flag colors, etc.).
- The children will learn to use adjectives to describe objects.
- The children will learn to identify specific shapes (circle, square, triangle, rectangle).

Motivation

The teacher shows the class two pictures of trees, one in which the leaves are yellow, orange and brown, the other in which all leaves are green. Holding up the first picture the teacher says: "Boys and girls, can you tell me the colors of the leaves in this picture? Now can you tell me the color of the leaves in this picture? Can you tell us what time of the year is shown in each picture? We see that we can tell the time of the year from the colors we see. Colors give us clues. They tell us things." Now the teacher holds up a picture of a traffic light: "Now, boys and girls, look at this picture. What colors do we see in the lights? Can you tell the class what each color tells us to do?"

Materials

1. Pictures of trees in autumn and summer.
2. Pictures of traffic lights showing three different signals lit.
3. Color chart or wheel displaying target colors.
4. Pictures of Spanish, Hispanoamerican and American flags.

Procedures

1. The teacher begins the lesson with a brisk warm-up of previously learned material, especially that relating to numbers and classroom objects.
2. Pointing to the color chart or wheel, the teacher models the names of target colors:

   Los colores primarios

   rojo
   azul
   amarillo

   Las combinaciones

   rojo + azul — violeta
   rojo + amarillo — anaranjado
   azul + amarillo — verde

   blanco
   negro

   Class joins in activity with choral repetition of the above.
3. Extend choral repetition to smaller groups (boys and girls, one half of the class, then the other half of the class, etc.).
4. The teacher uses classroom objects to model sentences using colors:

   La bandera americana es roja, blanca y azul.
   La bandera española es roja y amarilla; la bandera de Puerto Rico es roja, azul y blanca; la bandera de la República Dominicana . . . la bandera de Colombia . . . etc.
   La pizarra es negra.
   El lápiz es amarillo.
   La pluma es azul.
   El papel es blanco.

Continue with other objects and pictures available in room. There is choral repetition of each sentence after the teacher has modeled it.

5. Teacher uses pictures of traffic lights to model traffic rules:

Red light means STOP.	La luz es roja. ¡Alto!
Yellow light means WAIT.	La luz es amarilla. ¡Espera!
Green light means CROSS.	La luz es verde. ¡Pasa!

Summary

The teacher reviews the colors on the color chart. The class repeats them chorally. Teacher: "Now, boys and girls, we can use the colors we have learned in a poem about traffic safety."

Teacher models the poem in English first, allows for choral repetition (line by line).

What Color Is the Light?

When the light is red,
Stop! Wait! Don't go ahead.
When the light is orange,
Stop! Wait! Soon it will change.
When the light is green,
Look! Cross! Don't stop in between!

Discuss meaning of poem for traffic safety and how colors give us signals. "Now, boys and girls, we can say our poem in Spanish using our colors." Present Spanish version, allow for choral repetition, line by line.

¿De qué color es la luz?

La luz es roja. Hazle caso.
No puedes dar ni un paso.
Ya esta la amarilla
espera en la orilla
y dentro de un momento
la luz verde será, ya puedes andar
ahora sí, puedes pasar.

Follow-Up

Subsequent lessons in this unit should include a drill of colors in the warm-up phase of the lesson. The following activities are used to expand and reinforce the unit.

1. Expand adjectives to include:

ausente	pequeño(a)
presente	grande

Use *ausente* and *presente* in drill for taking attendance. *¿Dónde está Roberto? Roberto está ausente. ¿Dónde está María? María está ausente.*

Use *pequeño* and *grande* in drill showing picture of two boys, one tall, one smaller, or of two girls in same manner to drill feminine forms.

Other appropriate illustrations may be used.

2. Game reinforcement of colors:

a. *Señala*

Teacher says "Enseñame el (rojo)." Child steps up to the color chart or wheel, points to "red" and says "Aquí está el (rojo)." Go through all colors on chart with the same procedure.

Variation of *Señala*

One child gives instructions and calls on another to come up to the color chart. This may be played by two teams.

b. *Toca* (name of color)

The teacher tells children to examine the clothing they are wearing to find the color she asks them to touch. "Toca lo que sea rojo." Call on child wearing that color, who must point to color in clothing and respond: "Esto es rojo." Use other colors similarly.

Variation of *Toca*

A child may give the command either in a round robin or as a game with two teams, members of each team calling on opponents.

c. *La bolsa de sorpresas* (The Grab Bag)

The teacher prepares a shopping bag which contains pieces of paper of all of the colors taught. A child is called up to select a piece of paper, without looking, and is asked by the teacher: "¿Qué es? ¿De qué color es?" The child must identify the color of the paper selected by responding either "Rojo" or "Es rojo" (or whatever color is represented by the piece of paper selected).

3. Reinforcement through Completion of Sentences:

   The teacher holds up a yellow pencil and says, "El lápiz es . . ." The class must provide *amarillo.* Then entire sentence is repeated by the group or individuals. The teacher points to chalkboard, "La pizarra es . . ." The class responds *verde* or *negra* depending on actual color. The entire sentence is repeated chorally.

4. Identification of Shapes:

   The teacher distributes rexo sheet with the following shapes:

   el círculo
   el cuadrado
   el triángulo
   el rectángulo
   la estrella

   There is choral repetition of the Spanish words as each shape is pointed out. The teacher instructs the class to color each shape in a particular color. "Colorea el cuadrado en/de rojo." Allow time for children to color the square in red. "Colorea el círculo en/de azul." Allow time for children to color the circle blue. Continue with other shapes and selected colors.

5. Reinforcement of classroom objects with colors: The teacher instructs children to draw particular objects and then to color them as she designates.

   Dibujen un lápiz. El lápiz es amarillo.
   Dibujen un libro. El libro es negro.
   Dibujen la bandera española. La bandera española es roja y amarilla.

   Continue with other objects taught in previous lessons.

Additional Materials for Grade 1

Allow sufficient time for review of kindergarten skills and activities pertaining to this unit.

1. Expand the unit vocabulary to include the following:

pardo(a)	triste
gris	contento(a)
violeta	malo(a)
rosado(a)	bueno(a)

   Drill the above with color charts and illustrations.

   Expand the games presented in kindergarten to include the above colors.

   Use the adjectives in completion sentences.

2. Teach the interrogative pattern:

   ¿De qué color es . . . ?

   Drill the above with repetition drills first. Then use response drills:

   ¿De qué color es el lápiz? El lápiz es amarillo.
   ¿De qué color es la pizarra? La pizarra es verde. Etc., etc.

3. Introduce interrogative structure *¿Es . . . ?* Drill with affirmative responses.

   ¿Es amarillo el lápiz? Sí, el lápiz es amarillo.
   ¿Es blanco el papel? Sí, el papel es blanco.

   Extend the structure to other content areas:

   ¿Son cuatro dos y dos?
   ¿Hace buen tiempo?
   ¿Te llamas María?
   ¿Estás bien?
   ¿Tienes seis años?

   Use only affirmative responses.

4. **Game** — *La bolsa de sorpresas*

   Extend to use new interrogative structures.

   Fill grab bag with objects. Child selects object and asks neighbor, *¿De qué color es . . . ?* Neighbor must respond in complete sentence, *El (object) es (color).*

Variation: Grab Bag with objects. Child selects an object and asks a question describing the object. *¿Es negra la pluma?* Neighbor must respond affirmatively.

5. Integrate with Art Curriculum — Primary and Secondary Colors:

   Present mathematical sentences with colors:

   Rojo y el azul juntos dan el violeta.
   Azul y el amarillo juntos dan el verde.
   Rojo y el amarillo juntos dan el anaranjado.

   Illustrate this with the use of colored chalk on chalkboard or with actual use of tempera paints.

   This may be expanded to include other color principles such as complementary colors, tone and tints.

   Reinforce color concepts, with the presentation of a new song:

   ¡Qué Suerte!
   (Tune: *Jack and Jill*)

   El amarillo es amarillo.
   El rojo es rojo.
   El azul es azul.
   ¡Que suerte!
   Haz una mezcla
   Y todo se cambia
   Anaranjado, violeta y verde.

   How Keen!

   Yellow is yellow
   And red is red
   And blue is blue.
   How ke-en!
   To fix them up,
   Just mix them up.
   Purple, orange and gre-en.

Additional Material for Grade 2

Allow sufficient time for review of kindergarten and first grade skills and activities.

1. Expand unit vocabulary to include:

rubio(a)	bueno(a)
castaño(a)	malo(a)
marrón	inteligente
violeta	estúpido(a)
mismo(a)	diferente

   Drill new colors with repetition drills using color charts and objects.

2. Expand interrogative structure *¿Es . . . ?* to elicit a negative response:

   Present the "no" negative structure

   ¿Es violeta el lápiz?
   No, el lápiz no es violeta.
   ¿Es marrón la bandera?
   No, la bandera no es marrón.
   ¿Es anaranjada la pizarra?
   No, la pizarra no es anaranjada.
   ¿Tienes tú cinco años?
   No, no tengo cinco años.
   ¿Nieva?
   No, no nieva.
   ¿Es hoy domingo?
   No, hoy no es domingo.

   Etc. (using various vocabulary topics already presented).

3. Reinforce above structures (*es* and negative responses) with dialogue using two puppets (boy and girl):

   Pablo: Buenos días, María. ¿Qué tal?
   María: ¡Ah! Pablo. No estoy bien.
   Pablo: Ay, qué lástima. ¿Estás enferma?
   María: No. No estoy enferma. Estoy triste.
   Pablo: ¡Oh! Tú no estás contenta. ¿Por qué?
   María: Tengo un lápiz pero no tengo pluma.
   Pablo: Yo tento dos plumas. Esta pluma es para ti.
   María: Muchas gracias, Pablo. Todo está bien ahora.

The teacher presents the above dialogue as a story. Allow for choral repetition by class line by line. Then check auditory comprehension with the following questions:

1. ¿Cómo se llama el muchacho?
2. ¿Cómo se llama la muchacha?
3. ¿Está enferma María?
4. ¿Está triste María?
5. ¿Por qué está triste María?
6. ¿Tiene María un lápiz?
7. ¿Tiene María una pluma?
8. ¿Tiene Pablo una pluma?
9. ¿Cuántas plumas tiene Pablo?
10. ¿Le da Pablo una pluma a María?

Ask for a choral response of the correct answer by the entire class.

4. The teacher instructs the class that pairs of children may prepare similar dialogues for presentation to the class.
5. **Game**

   La bolsa de sorpresas

   Use the interrogative structure with negative responses.

   Fill grab bag with colored objects. A child selects an object (example: red pen) and asks another child: *¿Es amarilla la pluma?* The child must respond negatively: *No, la pluma no es amarilla. La pluma es roja.*

6. Integrate with Language Arts and Art Curriculum:

   Where do we get the names of colors? They come to us from the environment, from all of the things around us. Examples:

flowers:	lilac, violet, rose
fruits:	orange, lime green, cerise (cherry red), melon
vegetables:	tomato red, celery, pea green
trees:	forest green, chestnut
general:	sky blue, aqua, sunny yellow, pearl gray

   In Spanish, the names of colors are also taken from the environment. Examples: *naranja, lila, castaño, violeta.*

   Teach the above concept through the following illustration:

   ¿De dónde vienen los colores?

Pardo y verde . . .	la tierra, los jardines
Amarillo y azul . . .	el sol, el cielo
Anaranjado y rosa . . .	las frutas y las flores
Blanco y negro . . .	las estrellas, la noche

Unit 14: Clothing

Objectives

- The children will learn the Spanish equivalents for specific articles of clothing.
- The children will learn to use the indefinite article (un, una) in Spanish as an appropriate replacement for the definite article (the).
- The children will learn that clothing selection should be appropriate for weather conditions and specific occasions.
- The children will reinforce self-care skills: button clothes and tie shoelaces.

Motivation

The teacher has shopping bag filled with articles of clothing (or doll's clothing) which match the vocabulary to be taught in Spanish. "Boys and girls, can you tell me in English the names of these articles of clothing?" Call on students to identify in English the articles displayed. The teacher says: "Do we wear the same type of clothing to go to a party, as we do when we play in the park?" Elicit discussions regarding the appropriateness of dress for a specific occasion. "Do we wear the same type of clothing when it is hot as we do on a cold and snowy day?" Elicit discussion regarding appropriateness of clothing to weather conditions.

Teacher: "We are going to hear a story about our friends and the clothing that they wear when they go to a party or when the weather is bad."

Materials

1. Articles of clothing or doll's clothing appropriate for the new vocabulary. If these are not available, use pictures of clothing.
2. Pictures of various weather conditions.
3. Boy and girl puppet.

Procedures

1. The teacher begins the lesson with a review of previously learned expressions, particularly those pertaining to color and weather.
2. Using specific articles of clothing, the teacher models the following vocabulary:

el vestido	los pantalones
el traje	la camisa
la blusa	los zapatos
la falda	
las medias	

   Choral and individual repetitions follow.

3. Use articles of clothing with colors in sentences.

El vestido es azul.	Los pantalones son azules.
La camisa es roja.	Los zapatos son rojos.
La falda es azul.	Las medias son rojas.

   Use other colors with articles of clothing. Allow for choral and individual repetition.

4. Call on students and describe what they are wearing. The use of the definite article is introduced.

   Roberto lleva unos pantalones y una camisa. El niño lleva los pantalones y la camisa. María lleva un vestido, zapatos y calcetines (medias). La niña lleva un vestido, zapatos y medias.

   Allow for choral and individual repetition.

5. The teacher explains the dialogue "La fiesta de Pepe." "Boys and girls, María and Paco are all dressed up today. Let's hear the reason why." The teacher models dialogue using boy and girl puppets:

Paco:	Buenos días, María. ¡Qué vestido tan bonito! ¿A dónde vas?
María:	Gracias, Paco. Yo voy a casa de Pepe. Es su cumpleaños.
Paco:	¡Ah! Tú vas a la fiesta. Tú llevas un vestido. No llevas pantalones.
María:	¿Y tú? Tú llevas unos pantalones y una camisa.
Paco:	Yo voy a la fiesta también.
María:	Entonces, vamos a casa de Pepe.
Paco:	De acuerdo.

Allow for choral repetition of the dialogue line by line.

Summary

Teacher asks class: "Boys and girls, where were Paco and María going? Why was María wearing a dress? What was Paco wearing?" Allow for individuals to respond. After comprehension check, the teacher discusses with the class the selection of appropriate clothing for specific occasions.

Teacher: "Before we put our friends Paco and María away today, let us go over our story once more." The teacher models the dialogue again and allows for choral repetition line by line.

Follow-Up

Subsequent lessons in this unit should include the drill of clothing with colors as well as another presentation of the dialogue. The following activities are used to expand and reinforce the unit.

1. Round robin drill: The teacher begins: "Yo llevo un vestido." Each child must say a sentence describing an article of clothing being worn.
2. El saco de sorpresas: A grab bag containing various articles of clothing being taught is presented to the children. A child selects an object and must respond to *¿Qué es esto?*

   Response: *Es un vestido, etc.*

   This may be played in round-robin fashion or as a game with two teams.
3. Extension of Grab Bag Drill: Extend the drill to include the color of an article of clothing. *¿De qué color es el vestido? El vestido es rojo, etc.*
4. Independent Self-Care Skills Reinforcement:

   The teacher discusses with the class the need to develop "grown-up" habits, such as buttoning clothes by oneself and tying laces by oneself. Present rhymes below as reinforcement:

   a. *Los Zapatos*

      Amarrar bien los cordones
      de los zapatos que uses
      Y cuidar de los botones
      de tu chaleco también
      es un hábito que debemos
      todos, todos aprender.

   b. *El Pavito Real*
      (First verse of Traje Mío)

      El pavito real
      Siempre está lindo
      Porque nunca se quita
      Su trajecito de los domingos.

Additional Material for Grade 1

Allow sufficient time for the review of kindergarten skills and activities.

1. Expand the clothing vocabulary to include the following:

el abrigo	los guantes
el sombrero	el paraguas
la gorra	el impermeable
los chanclos	las botas

   Drill the above with articles of clothing in repetition drills.

2. Expand drills to include colors and parts of the body.

   Yo llevo un abrigo pardo y guantes blancos.
   Yo llevo zapatos en los pies.
   Yo llevo un sombrero en la cabeza.
   Yo llevo chanclos sobre los zapatos.
   ¿De qué color es el paraguas? El paraguas es rojo.
   ¿De qué color son las botas? Las botas son negras.

3. Introduce new type of interrogative sentence with *¿Verdad?* Use affirmative responses only at this time.

   Repetition and Response Drills:

   Llevas un vestido, ¿verdad? Sí, yo llevo un vestido.
   Él lleva una gorra, ¿verdad? Sí, él lleva una gorra.

   Call on a child to illustrate the above or use pictures of children.

4. Reinforce "verdad" and the new vocabulary with a dialogue (two boy puppets):

Paco:	Buenos días, Pepe. Hace mucho frío.
Pepe:	Ah, sí. Yo llevo un sombrero y guantes.
Paco:	Y yo, también. Pero tú llevas paraguas y botas, ¿verdad?
Pepe:	Pero sí. Llueve mucho.
Paco:	Yo llevo un impermeable pero yo no tengo paraguas.
Pepe:	No importa. Vamos a la escuela juntos. Aquí está mi paraguas.
Paco:	Muchas gracias, Pepe.

   Children may act out the dialogue. They may devise their own conversation combining clothing and weather.

5. El saco de sorpresas: Use the grab bag game with new articles of clothing and review the items taught in kindergarten. Use *¿Qué es esto? ¿De qué color es?*

6. Present the song below to reinforce the vocabulary of clothing with parts of the body:

   ¿Qué llevas hoy?
   (To the tune of *Twinkle, Twinkle Little Star*)

   Dime niño, dime niña
   ¿Qué ropa llevas tú hoy?
   Camisita muy blanquita
   Tu sayita almidonada
   La blusita bien planchada
   Luciendo de lo mejor.

   Los zapatos limpiecitos
   Los calcetines también
   La corbata colocada
   Como todo un gran señor
   Dime niño, dime niña
   ¡no lucen de lo mejor!

7. **Poem**

   Traje Mío

   ¡Traje mío, traje mío,
   nunca te podré vestir,
   que al mar no me dejan ir!

   ¡Nunca me verás ciudad,
   con mi traje marinero;
   guardado está en el ropero,
   ni me lo dejan probar!

   ¡Mi madre me lo ha encerrado,
   para que no vaya al mar!

Additional Material for Grade 2

Allow sufficient time for review of kindergarten and first grade skills and activities.

1. Expand the unit vocabulary to include:

   el suéter — las medias
   la chaqueta (el saco) — el chaleco
   traje de baño
   el pañuelo

   Drill the new vocabulary first with repetition drills with actual articles of clothing or illustrations. Drill items in combination with others.

   Expand drills with focus on colors *(¿De qué color es?)* and with personalized questions *(¿Qué llevas? Yo llevo . . .)*

2. Present new verbs in connection with clothing:

   I put on . . . Me pongo . . . el sombrero, el abrigo, los guantes, etc.

   I take off . . . Me quito . . . el sombrero, el abrigo, los guantes, etc.

3. Reinforce interrogative structures *¿Qué . . . ?* and *¿verdad?*

   Combine these with expressions pertaining to the weather:

   Te pones el suéter cuando hace frío, ¿verdad?
   Sí, me pongo el suéter cuando hace frío.
   Te pones los chanclos cuando llueve, ¿verdad?
   Sí, me pongo los chanclos cuando llueve.
   Te quitas el abrigo cuando hace calor, ¿verdad?
   Sí, me quito el abrigo cuando hace calor.
   Te quitas el impermeable cuando hace sol, ¿verdad?
   Sí, me quito el impermeable cuando hace sol.

4. Expand the grab bag (El saco de sorpresas) to include the following:

   Fill the grab bag with articles of clothing which are easy to put on or take off over child's regular clothing. The child selects an article of clothing from the grab bag. The child must describe putting on or taking off the article selected:

   Me pongo el sombrero. Me quito el sombrero.
   Me pongo los guantes. Me quito los guantes.
   Me pongo el suéter. Me quito el suéter.

5. Present new vocabulary: The Seasons — Las Estaciones

   la primavera — el otoño
   el verano — el invierno

   Drill the above with appropriate illustrations representative of each season.

6. Reinforce the season vocabulary with expressions pertaining to the weather and articles of clothing:

   En el invierno, hace frío. Yo llevo un abrigo y un sombrero.
   En la primavera, llueve. Yo llevo un impermeable y un paraguas.
   En el verano, hace calor. Yo llevo un traje de baño.
   En el otoño hace viento. Yo llevo un suéter.
   Etc., etc.

7. Teach a song to reinforce vocabulary with seasons and weather:

   Las Estaciones
   (Tune: *Twinkle, Twinkle, Little Star*)

   En abril la primavera
   Un abrigo llevaré.
   En verano muy cercano
   A la playa yo me iré.

   Hace fresco en el otoño
   Mi chaleco me pondré.
   En invierno llega el frío
   Botas rojas luciré.

Unit 15: Animals

Objectives

Children will be able to

- identify household pets in Spanish
- answer questions regarding the pets they have
- respond to the question *¿Tienes tú . . . ?* with *Tengo . . .* or *No tengo . . .*

Motivation

The teacher asks the children if they know what a pet is. The children are asked to identify pets on a chart. The children speak about their own pets by responding to such questions as:

Do you have a pet?
What kind of a pet do you have?
What is its name?
What color is it?
Is your pet big or little?
Do you like your pet?

The teacher then says: "Hispanic children have pets too. They love to speak about their pets. In what language do they speak about them? Would you like to speak about your pets in Spanish too?"

Materials

Puppets
Picture chart of pets — dogs, cats, birds, fish and turtles
A classroom fish tank (if possible)
Stuffed or toy animals brought in by children
A tape of new expressions

Procedure

1. The teacher reviews certain vocabulary and expressions taught previously such as:

   bonito
   pequeño
   grande
   Tú tienes . . . yo tengo
   Él es . . . ella es
   ¿De qué color es . . . ?
   Colors as needed
   ¿Cómo se llama él?
   ¿Cómo se llama ella?

2. The teacher shows the children a pet chart. A puppet points to a dog, for example, and asks the teacher: *¿Qué es esto?* The teacher answers: *Un perro.* This is repeated several times. Then the puppet turns to the class with the same question. After the class has had an opportunity to respond several times, other pets, such as *el pájaro, la tortuga, el gato* and *el pez* are introduced in a similar manner.

3. The knowledge of the new expressions is reinforced by having the children repeat them, as the teacher points to the various pets in quick succession.

4. When the children show that they have acquired the new expressions, the following questions which are already familiar to them are asked:

   ¿Tienes un animal en tu casa?
   ¿Es un perro, un gato, un pajarito?
   ¿Cómo se llama?
   ¿De qué color es?
   ¿Es pequeño o grande tu perro?
   ¿Quieres tú a tu animalito?

   In the unit on the family, the children have become familiar with the use of *mi, ¿Cómo se llama él?, ¿Cómo se llama ella?* and *quiero.*

Summary

After a brief exercise with *Muéstrame* . . . and the response *Aquí está* . . . the teacher sends a child to the chart to play teacher. The child asks the class: «Muéstrame un gato (un perro, un pajarito, una tortuga, un pez).» Volunteers go to the board and point to the pet. They respond with: «Aquí está un gato.»

Follow-Up

1. Review the new expressions using *Muéstrame* and *¿Qué es esto?*
2. Children now learn to ask the questions about pets. This is done by means of individual and choral drills, round robin exercises and the use of the tape recorder.
3. The children are now asked to speak in a more extended manner about their real or imaginary pets. A child might say: «Tengo un perro. Es bonito. Se llama Moro. Es blanco y negro. Mi perrito es pequeño. Quiero tanto a mi perrito.»
4. **Poems**

   a. *Arre Caballito*

   Arre, caballito
   Vamos a correr
   Que mañana es fiesta
   Pasado también.

   Arre, caballito
   Vamos a correr
   A comer un poco
   Y luego a beber.

   b. *Cinco Lobitos*

   Cinco lobitos
   Tenía la loba
   Blancos y lindos
   Detrás de la loma.

   Cinco tenía
   Cinco cuidaba
   A todos cinco
   Leche les daba.

5. **Song**

   Mi Gatito

   Yo tengo un gato, un gatito;
   es lindo mi gato, mi gatito;
   si él tiene hambre, mi gatito,
   abre la boca y dice: Oh,
   miau, miau, miau, miau.

Additional Material for Grade 1

1. The vocabulary and expressions taught in kindergarten are reviewed:

el gato	grande
el perro	muéstrame
el pez	aquí está
la tortuga	¿Qué es esto?
el pájaro	no tengo

2. The vocabulary to be introduced in Grade 1 is as follows:

el elefante	gracioso
el circo	feroz
el mono	gordo
el león	
el tigre	
el oso	

3. Motivate this extended unit by asking the children if they have ever seen animals other than the pets they have spoken about in kindergarten. The following questions which introduce the idea of the circus are suggested:

What kinds of animals did you see?
Where did you see them?
Did you ever see a bear?
What animals do you like to see on T.V.?
Which animals are funny?
Which ones are ferocious? (explain this word)
What is a circus? etc., etc.

4. If a large picture of a circus is available, the teacher points to the picture and says: «Aquí está un circo. Repitan — un circo.» If there is no circus picture in the classroom, a chart of circus animals cut out from magazines or from circus coloring books will do. A few colorful balloons, the picture of a clown and other items hung around the room will create the atmosphere of a circus. The pupils repeat the Spanish expression for each animal when it is pointed to. Since three of the five animals sound like their English names, the animals are learned very quickly.
5. Children will hear and repeat descriptive sentences:

   El mono es gracioso.
   El elefante es grande.
   El oso es gordo.
   El tigre es feroz.
   El león es feroz también.

6. The puppet now asks the teacher the following questions which the teacher answers as children are told to listen:

   ¿Qué animal es gracioso?
   ¿Qué animal es grande?
   ¿Qué animal es gordo?
   ¿Qué animal es feroz?

7. The teacher says to children, «El elefante es grande. ¿Qué animal es grande?» If no answer is forthcoming, the teacher repeats the statement and question again and prompts the first few children, if necessary. The teacher follows same procedure with the other descriptive sentences.

8. To review the previously learned expressions and to reinforce the new material, the following questions may be asked:

   ¿Qué es esto? (pointing to an animal)
   ¿Te gusta el elefante?
   ¿Es grande o pequeño?
   Muéstrame el mono.
   ¿Es gordo el mono?
   ¿Qué animal es gordo?
   ¿Es feroz el pez?

9. Encourage the students to converse with one another. The following are three separate dialogues for easy memory and mastery.

   I.
   Jorge: Carlos, ¿tienes tú un perro?
   Carlos: Sí, Jorge, tengo un perrito.
   Jorge: ¿Cómo se llama?
   Carlos: Se llama Moro.

   II.
   Jorge: ¿De qué color es tu perro?
   Carlos: Mi perro es castaño. Jorge, ¿tienes tú un perro?
   Jorge: No, pero tengo un gatito.

   III.
   Carlos: ¿Cómo se llama tu gatito?
   Jorge: Se llama Conde.
   Carlos: ¿De qué color es Conde?
   Jorge: Conde es blanco y negro.

10. **Poem**

    Mi gato es blanco como la nieve
    Mi perro es negro como el carbón
    Mi gato tiene los ojos verdes
    Mi perro es grande como un león.

11. **Games**

a. *El Jardín Zoológico*

Children in grades K-2 will enjoy making a Spanish zoo.

Cages for the zoo can be made by fixing lollipop sticks or toothpicks around the edges of the desired number of paper plates. Small figures of animals or cutouts are placed inside each cage and signs are made and set before each cage, reading *el oso* (the bear), *los monos* (the monkeys), *el elefante* (the elephant), etc.

b. *Los animales en el jardín*

Students (where possible) sit in two rows facing each other. Each student is given the name of an animal found in the zoo. The names are duplicated in each row. One student acts as a leader at one end of the double row and says:

Leader: Buenos días, amigos.
Class: Buenos días. ¿Adónde va Ud.?
Leader: Voy al jardín zoológico.
Class: ¿Qué animal hay en el jardín?
Leader: En el jardín hay *un león*.

Two of the students, one in each row, representing the animal mentioned, then quickly exchange seats. The leader tries to reach one of the chairs first. If he succeeds, the student who lost his chair becomes the leader or "it."

As a variation, the leader may say: «En el jardín hay de todos los animales.» All the children in both rows exchange seats.

c. *¿Qué es esto? ¡Adivina!*

Children are given drawing paper and crayons. The class is divided into two teams. The teacher tells the children to draw an animal, any animal in a circus or any house pet. They must write their names on the back of the papers. The children of each team get the papers of the competing team. The children from Team A hold up the pictures before the class and name the animal. Whenever the artist in Team B agrees that the creation was properly identified, Team A scores a point. Then the children in Team B step up with the drawings of the Team A artists. The winning team is the one which scores the greatest number of points.

Additional Material for Grade 2

1. Review the vocabulary and expressions taught in kindergarten and grade 1.

el gato	el mono
el perro	el león
el pájaro	el oso
el pez	el caballo
la tortuga	
un animal	

¿Tienes . . .? Tengo . . . No tengo . . .
Te gusta, te gustan
¿Cómo se llama?
pequeño, grande, bonito, gracioso, gordo, feroz
Él es . . . Ella es . . .
¿Qué es esto?
el elefante

2. The following vocabulary and expressions are introduced in grade 2:

la gallina	la leche
la vaca	la lana
la oveja	da
el cerdo	ayuda
los huevos	Tienes razón.

3. Review the expressions for animals taught in kindergarten and grade 1 by means of questions such as these:

¿Tienes un perro?
¿Te gusta tu animal?
¿De qué color es tu pájaro?
¿Es grande o pequeño?

¿Qué es esto? (pointing to circus animals)
¿Es feroz el perro?
¿Es pequeño el elefante?
¿Qué animal es gracioso?

4. The teacher asks the children questions in English about a farm. The children review what a farm is, what animals are usually found on a farm, what the farmer does and where wool, milk and eggs come from. The teacher then turns to a picture of a farm and farm animals and elicits or gives the names of the animals in English.

5. The teacher points to the entire picture and says: «Es una finca. Repitan una finca.» There are individual and choral repetitions of the various expressions in connection with the picture. The teacher then continues with: «En el verano yo voy a la finca de mi abuelo.» The repetition of the sentence is accomplished with small word groups: «Yo voy a la finca. Yo voy a la finca de mi abuelo. En el verano yo voy a la finca.» Finally the children say: «En el verano, yo voy a la finca de mi abuelo.»

6. Once the children can repeat the above sentence, the teacher points to one farm animal at a time, drills the word for the animal first and then a sentence using the word. Examples:

   La vaca da la leche. (*Da* and *la leche* should be taught before the entire sentence is presented. A picture of a glass of milk will clarify *la leche*.)

   La oveja da la lana. (A small ball of wool might be used to clarify *la lana*.)

   La gallina da los huevos. (Show a picture of eggs.)

   El cerdo da la carne. (Show a picture of a steak.)

   El caballo ayuda al campesino. (Teach *ayuda* and *campesino*.)

7. The farm vocabulary and the sentence pertaining to a farm as shown in item 6 are reviewed by means of a repetition drill before the following dialogue is taught. (The dialogue is to be divided into segments which are separate and apart. They can be learned independently.)

La Finca de Mi Abuelo

Miguel: ¿Adónde vas en el verano?
Ana: Voy a la playa. ¿Y tú?
Miguel: Voy a la finca de mi abuelo.
Ana: ¿Te gusta la finca?
Miguel: Muchísimo. Es muy bonita.

Ana: ¿Te gustan los animales?
Miguel: Me gustan mucho.
Ana: ¿Por qué?
Miguel: Son importantes. Mi abuelo tiene muchos.
Ana: ¿Qué clases de animales tiene?
Miguel: En la finca hay: caballos, vacas, ovejas, y cerdos.

Ana: ¿Tiene su abuelo un perro?
Miguel: Sí, un animal magnífico.
Ana: ¿Cómo se llama?
Miguel: Se llama Tilén.
Ana: ¿Cómo es?
Miguel: Es blanco y negro.

8. **Song**

Los Elefantes

Un elefante se columpiaba,
Sobre la tela de una araña,
Como veía que resistía,
Fue a llamar a un camarada.

Dos elefantes se columpiaban,
Sobre la tela de una araña,
Como veían que resistía,
Fueron a llamar a un camarada.

Tres elefantes se columpiaban,
Sobre la tela de una araña,
Cuatro elefantes, cinco elefantes,* . . .
Ni un elefante se columpiaba,
Sobre la tela de una araña.

* Keep increasing the number of elephants as long as you wish.

9. **Poems**

a. Detrás de Doña Pata
corren los patitos;
por allí, por allá,
cuá, cuá, cuá.

(Point behind you. Make running motion with fingers. Point to left and right.)

Detrás de Doña Gallina
siguen los pollitos;
por allí, por allá,
pío, pío, pá.

Detrás de Doña Cabra
van los cabritos;
por allí, por allá
baa, baa, bá.

b. Cinco pollitos
tiene mi tía;
uno le canta,
otro le pía,
y tres le tocan la chirimía.

(Hold up five fingers. Hold up one for *uno*. Hold up two fingers for *otro*. Hold up three for *tres*.)

c. Ti-qui ti-qui ti-qui-tón
son las once en el reloj.
A las once ti-qui-tón
se asoma un ratón.
Ti-qui toca da la una.
se asoma una tuna.
Ti-qui toca da las cuatro
se asoma un gato.

10. **Games**

a. The children are asked to bring in (at the start of the unit) pictures of pets and circus and farm animals. The pictures are distributed to the children upside down. The children in the first row name the animal they are holding. If every child in a row gives the correct Spanish name of the animal, each child in that row gets an animal cookie. After each row has recited and the winning rows have received and eaten their animal cookie, the children in the other less successful rows also get a cookie; the winning rows, however, get a second one.

b. *Medianoche*

Ten or more may play.

Needed: Signs may be used if desired, one for *el zorro* (the fox) and one for *las ovejas* (the sheep). At one side where the fox will stand, there may be a picture of a fox. At the opposite side there may be a sign with a picture of sheep.

The announcer introduces *el zorro*. The *zorro* comes out from his side and walks about. The *ovejas* rush out from their place, shouting:

¡Ahí viene el zorro! Here comes the fox!

They go as close to him as they dare and say:

Señor Zorro, ¿qué hora es? Mr. Fox, what time is it?

The *zorro* will name any hour he wishes, such as:

Son las cinco. It's five o'clock.

The *ovejas* repeat their question and the *zorro* may reply with any hour. But when the *zorro* says:

¡Las doce! ¡Medianoche! Twelve! Midnight!

the *ovejas* run as fast as they can with the *zorro* after them, all shouting:

¡No! ¡No! ¡Ahí viene! No, no! Here he comes!
¡Socorro! Help!
¡No, señor Zorro! No, Mr. Fox!

When one of the *ovejas* has been caught, he becomes the *zorro*, and the game is played again.

Unit 16: The Snack

Objectives

- The children will learn Spanish vocabulary and conversational patterns related to *The Snack.*
- The children will practice and reinforce good hygiene habits (washing and drying hands before eating).
- The children will practice and reinforce good nutritional habits, e.g., selecting nutritious foods for snacks.
- The children will practice social skills in Spanish, e.g., saying "please" and "thank you."
- The children will learn to use idiomatic expressions with the verb *tener,* specifically *tener hambre* and *tener sed.*

Motivation

The teacher has a basket of fruit or artificial fruit representing the target vocabulary of fruit to be learned. The teacher also has empty juice cans, milk containers and other items served as class snacks. "Boys and girls, can you tell us the names of these food items in English?" After calling on students to identify foods in English, the teacher says: "When we have our snacks, do we have candy and soda?" Discussion regarding selection of nutritious foods for snacks as well as for regular meals is elicited. The teacher says: "We are going to hear a story about our friends Pablo and María and the kinds of food they eat for their snacks in school."

Materials

1. Basket of artificial or real fruit.
2. Pictures of or actual food items used in classroom snacks.
3. Boy and girl puppet.
4. Music for song *Buena Salud y Buen Provecho.*

Procedures

1. The teacher begins the lesson with a warm-up of previously learned material, specifically days of the week (for a song to be learned), and colors (to describe fruits).
2. Using a basket of fruit, the teacher models the following vocabulary:

   Una Cesta de Frutas

una manzana	una cereza
una naranja	un melocotón
una banana	unas uvas
una pera	unas frutas

   Optional

una fresa	una piña
un albaricoque	un melón
un limón	una toronja

   Choral and individual repetitions are used with the target vocabulary.
3. Fruits are combined with colors in a repetition drill:

   La manzana es roja.
   La naranja es anaranjada.
   La cereza es roja.
   La banana es amarilla.
   Las uvas son verdes o violetas.
   La pera es verde, amarilla o parda.

   The following completion sentences are also used for choral repetition:

   La manzana es . . .
   La banana es . . . , etc.

4. Social skills in saying *please* and *thank you* are reinforced.

   Using a basket of fruits, the teacher says: «Dame una banana, por favor.» A child selects a fruit and says: «Aquí tienes una banana.» The teacher says: «Muchas gracias (or simply gracias).» The child then asks another child: «Dame una naranja, por favor.» The second child selects a fruit and says: «Aquí tienes una naranja.» The first child says: «Muchas gracias.»

   The drill is continued in round robin fashion.

5. The teacher explains in English the dialogue *El Bocadillo (The Snack).* "Boys and girls, María and Pablo are in school. It is the afternoon, about 1:30. What activity do we have at that time? Pablo and María also have their snack at that time. Let's hear what they have for their snack."

   El Bocadillo

   Pablo: María, tengo hambre.
   María: Y yo tengo sed.
   Pablo: ¿Está listo el bocadillo?
   María: Claro. Aquí lo tienes.
   Pablo: ¿Qué es?
   María: Unas bananas y jugo de manzana.
   Pablo: Mmmmm . . . un buen bocadillo y la buena salud.

   The dialogue is repeated line by line chorally.

Summary

The teacher asks the class: "Boys and girls, what kinds of foods do we eat for our snack? Why do we pick these foods for our snack? What did Pablo and María have for their snack? What do you think of their snack?" The relationship between a nutritious snack and good health as emphasized in the last line of the dialogue is discussed.

Teacher: "Let's practice our story once more. Tomorrow we will hear what kind of snack Pablo and María have on another day in school."

The dialogue is repeated chorally line by line.

Follow-Up

The following activities are used to expand and reinforce the core of the unit:

1. Dialogue variations: In the basic dialogue, the fruit and the juice are varied.

   Examples of juices:

jugo de naranja	jugo de pera
jugo de tomate	jugo de melocotón
jugo de uvas	jugo de piña

   The children may select a partner to present a dialogue similar to the model and vary the fruit and the juices.

2. **Games**

   a. *¿Qué es?* The teacher or a child selects fruit from a basket and asks «¿Qué es?» The child called on must properly identify the fruit and respond: «Es (correct name of fruit).» This may be played in round robin fashion or with two teams.

   b. Use a basket of fruit and describe the color of the fruit. The teacher or children pose the question: «¿De qué color es . . . ?» The response is in a complete sentence: «La manzana es roja.»

3. **Riddles — *Adivinanzas***

   a. ¿Qué es? Es una fruta. Es larga. Es amarilla.
   Respuesta: Es una banana.

   b. ¿Qué es? Es una fruta. Es redonda. Es roja.
   Respuesta: Es una manzana (una cereza).

   c. ¿Qué es? Es una fruta. Es redonda. Es anaranjada.
   Respuesta: Es una naranja.

4. Good hygiene habits:

   The teacher discusses with the class good hygiene habits, such as washing and drying hands before handling food. The rhymes below are presented as reinforcement:

Antes de comer

Lávate las manos. (Gesture: Wash hands.)
Sécalas en seguida. (Gesture: Dry hands.)
Haz todo eso
antes de la comida.

Before Eating

Wash your hands.
Dry them too.
Be clean and neat
Before you eat.

5. Integration with the Art Curriculum: Skills of Color Recognition and Coloring.

   See sample of drawings illustrating fruits and juices:

   Questions: ¿De qué color es una naranja (un tomate, una manzana, etc.)? ¿De qué color es el jugo de naranja (de tomate, de manzana, etc.)?

   Instructions: Colorea las frutas y los jugos.

6. Reinforcement with days of the week:

   The teacher explains to the class that since they have learned the names of various fruits so well, they can now learn a certain song. In the song, the class will be the teacher's echo and repeat each line that the teacher says. In the chorus part, the class and the teacher sing together.

   The days of the week in Spanish are reviewed and it is explained that for each day of the week the children will sing the name of a fruit.

   The relationship of good health and proper diet including fruit is discussed.

   Buena Salud y Buen Provecho

   Chicos, hoy es lunes
   Chicos, hoy es martes
   Chicos, hoy es miércoles
   Chicos, hoy es jueves
   Chicos, hoy es viernes
   Chicos, hoy es sábado
   Chicos, hoy es domingo

(Repeat)

lunes, banana
martes, naranja
miércoles, melocotón
jueves, pera
viernes, manzana
sábado, cereza
domingo, uvas

(Class repeats each phrase after teacher)

Como las frutas y yo digo:
¡Buena salud y buen provecho!

Additional Material for Grade 1

1. The material taught in kindergarten is reviewed.
2. The vocabulary is expanded to include the concept of vegetables *(las legumbres)*.

   For Sound Recognition and Identification:

la legumbre	la ensalada
la zanahoria	la papa
el apio	el tomate
el bróculi	el pepino
la lechuga	el guisante

   Optional:

la cebolla	los hongos
el pimiento	la col
las judías	la coliflor
las espinacas	el rábano

   The repetition drill involves the objects in the basket of vegetables.

   Colors are used in the drill:

   ¿De qué color son las zanahorias?
   ¿De qué color es el bróculi?

   The teacher discusses with the class the importance of vegetables, as well as of fruits, for a healthy diet.

3. Idiomatic expressions with verb *tener,* specifically *tener hambre* and *tener sed,* are drilled.

   The teacher taps her/his stomach and pretends to eat a vegetable (or a fruit):

   Tengo hambre. Como una zanahoria (el bróculi, el apio, una manzana, etc.).
   ¿Tienes hambre? Tu comes una zanahoria (el bróculi, el apio, una manzana, etc.).

   The teacher taps his/her throat and pretends to drink milk (or juice or water, etc.).

   Tengo sed. Bebo la leche (el jugo, el café, etc.).
   ¿Tienes sed? Bebes la leche (el jugo, el café, etc.).

   Repetition drills with appropriate actions and question and answer drills are used:

   ¿Tienes hambre? Sí, tengo hambre. Como una manzana (el bróculi, etc.).

   ¿Tienes sed? Sí, tengo sed. Bebo la leche (el jugo, etc.).

   ¿Tienes hambre? Sí, tengo hambre. Como las legumbres.

   ¿Tienes sed? Sí, tengo sed. Bebo la leche.

4. The teacher pretends to prepare or actually prepares a salad. If real vegetables are available, so much the better, since the children can taste the salad after it has been prepared.

   Voy a preparar una ensalada. Dame un zanahoria (un tomate, un pepino, etc.).

   As the teacher is handed the vegetable called for, the class repeats its name in Spanish. Teacher intersperses questions:

   ¿De qué color es el tomate, la zanahoria, etc.?
   ¿Qué es? Es un tomate, etc.

5. **Games**

   a. *¿Qué es?* Call on children to identify vegetables in basket.

   b. *Dame (name of vegetable), por favor.* Call on children to select the vegetable asked for.

6. A new dialogue to reinforce vocabulary and concepts regarding good nutrition is presented:

   Después de las Clases

   Pablo: María, ¿tú comes después de las clases?
   María: No mucho. No tengo hambre.
   Pablo: Entonces, comes dulces y papas fritas.
   María: ¿Yo? De ninguna manera. Ni dulces, ni papas fritas. Como frutas o legumbres.
   Pablo: Yo tengo sed. Bebo leche.
   María: Claro . . . las frutas, las legumbres y la leche. Un buen bocadillo y la buena salud.

   After sufficient drill, children may act out the dialogue using props, when appropriate.

7. Social Skills Reinforcement:

   The teacher discusses with the class the importance of saying *please* and *thank you.* A rhyme is presented as reinforcement of social skills:

   Las Palabras Mágicas

   Los corazones, como las puertas
   Se abren, muy ligero
   Cuando uno habla de un modo sincero.
   Son dos expresiones llenas de amor:
   "Muchas gracias" y "por favor."

   The Magic Words

   Hearts, like doors, will open,
   and quickly,
   With two little keys used very simply.
   The magic words are so few:
   First say "please" and then "thank you."

   The above rhyme lends itself to being illustrated by the children.

8. Reinforce concept of selecting proper foods for a snack.

   See the sample of drawings illustrating snack foods. The teacher explains to the children that they are to circle those items which would be a healthy and nutritious snack.

Identify items in Spanish and allow for choral repetition of each. Then instruct the class:

Escojan un buen bocadillo. Pongan un círculo alrededor de los buenos bocadillos.

Line 1: la soda, las uvas, una naranja, las papas fritas
Line 2: una banana, dulces, galletitas
Line 3: la mermelada, una naranja, nueces, chocolate
Line 4: zanahorias, uvas pasas, una pera, la leche

9. Review the kindergarten song *Buena Salud y Buen Provecho,* using fruits with days of the week. Present a new version of the song using vegetables *(las legumbres)* for each day of the week:

Chicos, hoy es lunes. (Repeat) Lunes — zanahoria. (Repeat)

Chorus: Como las legumbres y yo digo Buena Salud y Buen Provecho

Chicos, hoy es martes. (Repeat) Martes — bróculi. (Repeat) (Chorus)

Chicos, hoy es miércoles. (Repeat) Miércoles — bróculi. (Repeat) (Chorus)

Chicos, hoy es jueves. (Repeat) Jueves — guisantes. (Repeat) (Chorus)

Chicos, hoy es viernes. (Repeat) Viernes — espinacas. (Repeat) (Chorus)

Chicos, hoy es sábado. (Repeat) Sábado — judías. (Repeat) (Chorus)

Chicos, hoy es domingo. (Repeat) Domingo — papas. (Repeat) (Chorus)

Additional Materials for Grade 2

1. The material taught in kindergarten and Grade 1 is reviewed.
2. The vocabulary is expanded to include the following:

la leche	el jugo (de naranja, de manzana,
el chocolate	de uva, etc.)
el café	el agua
la soda	el té

Choral repetition drills are used as each object is shown. This is followed by sentences. The children pretend they are drinking a beverage:

Bebo la leche.	Bebo el agua.
Bebo el jugo.	Bebo el café.
Bebo el chocolate.	Bebo el té.

Proceed with sentences with family members:

Mi padre bebe café.	Mi madre bebe chocolate.
Mi hermano bebe jugo.	Mi hermana bebe té.

Use response drills (first with affirmative responses):

¿Bebes leche?	Sí, bebo leche.
¿Bebes jugo?	Sí, bebo jugo.
Bebes agua, ¿verdad?	Sí, bebo agua.

3. Present the negative response:

¿Bebes leche?	No, no bebo leche.
¿Bebes agua?	No, no bebo agua.
¿Bebes jugo?	No, no bebo jugo.
¿Comes dulces?	No, no como dulces.

Continue as above using fruits, vegetables and other food items in both affirmative and negative sentences.

4. Extend the vocabulary to include the verbs *gustar* and *preferir.*

¿Te gustan las frutas?	Sí, me gustan las frutas.
¿Te gustan los dulces?	No, no me gustan los dulces.
¿Te gusta la leche?	Sí, me gusta la leche.
¿Te gusta el café?	No, no me gusta el café.

¿Prefieres el café o el jugo?	Prefiero el jugo.
¿Prefieres una manzana o el chocolate?	Prefiero una manzana.

Drill the above first in repetition drills and then in response drills and round robin drills.

5. Drill the use of the interrogative expression *¿Qué?*

¿Qué comes?	Como una naranja.
¿Qué bebes?	Bebo chocolate.
¿Qué te gusta?	Me gusta una banana.
¿Qué prefieres?	Prefiero frutas.
¿Qué comes?	Como zanahorias.
¿Qué bebes?	Bebo leche.

Drill this in repetition, response and round robin drills.

6. Reinforce the material taught through the presentation of the following dialogue:

Tengo Sed

María:	Buenos días, Pablo. Hace calor.
Pablo:	Sí, tengo sed.
María:	Yo también. Bebo el jugo de manzana.
Pablo:	Ah, ¿prefieres el jugo? Yo prefiero la leche.
María:	Me gusta la leche también.
Pablo:	¿Te gusta el agua?
María:	Claro . . . el agua, la leche, y la buena salud.

After sufficient drill, students may practice the dialogue in pairs.

7. **Games**

   a. A grab bag (la bolsa de sorpresas) contains empty beverage containers. The children must respond to the question, *¿Qué es?*

   b. A child selects a beverage container and pretends to drink from it. The children must respond to the question, *¿Qué bebe Roberto?* and *¿Qué bebe María?*

8. Reinforce the concept of nutritious foods:

   See sample of illustration requiring children to connect dots. Explain the procedure to the children: *Conecten los números. ¿Qué es?*

   As the class does the exercise, Spanish numbers are said in unison as the children draw lines from one number to the next:

   Cuenten en voz alta. Uno, dos, tres, etc.

   At the completion of the exercise, present the response:

   Es una casa de buena salud.

   Identify objects in house as having good nutritional value. Call on students to offer the names of the objects in Spanish:

una manzana	una zanahoria
el queso	el pan
la leche	las uvas
un panecillo	una naranja

   Children may wish to color in the drawing after the completion of the exercise.

9. Present the following song to reinforce the unit vocabulary and the nutrition concept:

   Un Bocadillo Bueno
   (Tune: *The Farmer in the Dell*)

   Un bocadillo bueno
   Un bocadillo bueno
   Ay, lai, lai, lei, lo
   Un bocadillo bueno.

   Frutas y legumbres
   Frutas y legumbres
   Ay, lai, lai, lei, lo
   Frutas y legumbres.

   Se bebe mucha leche
   Se bebe mucha leche
   Ay, lai, lai, lei, lo
   Se bebe mucha leche.

Una buena salud
Una buena salud
Ay, lai, lai, lei, lo
Una buena salud.

A Healthy Snack

We eat a healthy snack.
We eat a healthy snack.
Heigh-o, the derry-o,
We eat a healthy snack.

With fruits and vegetables,
With fruits and vegetables
Heigh-o, the derry-o,
With fruits and vegetables.

We drink a lot of milk.
We drink a lot of milk.
Heigh-o, the derry-o,
We drink a lot of milk.

Forever in good health,
Forever in good health,
Heigh-o, the derry-o,
Forever in good health.

Unit 17: Foods

Objectives

Children will be able to

- answer questions regarding some of the foods they eat
- understand and respond to the questions: *¿Tienes hambre?* and *¿Tienes buen apetito?*

Motivation

Teacher asks children questions about their food likes and dislikes. This leads to questions such as: What do you have for breakfast? Do you know why your breakfast is so important? Teacher compares the typical Spanish breakfast of *pan y mantequilla (or churros) y chocolate* to the American breakfast which has a greater variety of foods. Children are now shown a breakfast food chart which has been prepared before the lesson. (Cut-outs from magazines pasted on poster paper can be used.)

In calling the children's attention to the chart, tell them that they are going to learn the Spanish names for some of the breakfast foods in this lesson but that in other lessons they are going to speak about their lunch foods and dinner foods as well.

Materials

1. charts of breakfast, lunch, and dinner foods
2. puppets
3. tape of the vocabulary and questions and answers used in the kindergarten unit
4. if possible, a few *PANECILLOS* or *CHURROS* for sampling

Vocabulary and Expressions

un jugo de naranja
un huevo
un sandwich (un emparedado)
papas fritas
pan
una ensalada
pollo
un helado
arroz
un pastel (una torta)
el desayuno
el almuerzo
la cena
¿Tienes tú hambre? — ¿Tienes hambre?
¿Tienes tú buen apetito? — ¿Tienes buen apetito?
¿Qué desayunas?
Yo desayuno . . .

Procedure

1. Teacher introduces the word *desayuno* and says, "*Yo desayuno* (points to each food on the chart) *un jugo de naranja, pan, leche y un huevo.* I just said in Spanish that for breakfast I have orange juice, bread, milk and an egg. Now listen again." Teacher repeats the sentence.
2. After children have modeled and understood the meaning of *desayuno,* four other breakfast foods are drilled by choral and individual repetitions. The foods are then pointed to in different order to assure the association of the food and its Spanish equivalent.
3. Puppet asks the teacher: *¿Qué desayunas?* The teacher answers: *Yo desayuno un jugo de naranja, un huevo, pan, y leche.* The teacher asks the puppet the same questions and after the puppet answers, it asks the question of the children. The children are given immediate help when needed.
4. The question *¿Qué desayunas?* is taught to the children by breaking it up into two small word groups, *Qué* and *desayunas.* Then the entire expression is repeated chorally.

5. The teacher plays the tape for additional practice of the expressions:

   jugo de naranja
   un huevo
   pan
   leche
   ¿Qué tomas en el desayuno?
   Yo tomo jugo de naranja.
   Yo tomo un huevo.
   Yo tomo pan.
   Yo tomo leche.

Summary

A round robin of *¿Qué desayunas?* or *¿Qué tomas en el desayuno?* with the answer: *Yo tomo jugo de naranja (pan, leche, etc.)* serves as a summary for the first lesson. The children become more proficient in answering questions in the follow-up lessons.

Follow-Up

1. Review the vocabulary pertaining to breakfast:

   ¿Qué desayunas? ¿Qué tomas en el desayuno?

2. Show the children the chart of lunch foods *(un sandwich/emparedado, papas fritas, un pastel y una fruta)*, point to each item and repeat several times. Children model each utterance in chorus.
3. Teacher says: *Para el almuerzo, yo tomo un sandwich, papas fritas, un pastel y una fruta.* Now the puppet asks the teacher the question: *¿Qué almuerzas tú?* and the teacher answers that question. Then the teacher elicits the meaning of *el almuerzo.*
4. When the teacher feels that the children can associate each lunch food with the correct Spanish word, the statement: *Yo almuerzo un emparedado, papas fritas, un pastel y un fruta* is drilled.

5. The children engage in a round robin exercise with *¿Qué almuerzas tú?* This will not be a problem since the children have already learned to ask essentially the same question.
6. The dinner vocabulary is taught the same way as was the lunch vocabulary. The new vocabulary includes the following: *pollo, arroz, una ensalada, un helado.*
7. Before teaching the following dialogue, the teacher clarifies the expressions: *Yo tengo hambre, ¿Qué deseas tú?, Yo deseo . . . , ¿Tú tienes buen apetito?,* and *Yo tengo buen apetito.*

   Elena: Mamá, yo tengo hambre.
   Mamá: ¿Qué deseas para el desayuno?
   Elena: Yo deseo jugo de naranja, pan, un huevo y leche.
   Mamá: ¿Tienes mucho apetito, mi hija?
   Elena: Sí, Mamá, tengo mucho apetito.
   Mamá: Bueno, aquí está tu desayuno.
   Elena: Gracias, Mamá.

8. **Poem** (to be recited!)

   La Sed

   Bebe caldo, chocolate,
   Leche, pepsicola, té y café,
   Y si aún, amigo, tienes sed,
   Busca agua que beber.

9. **Song** (to the tune of *Mary Had a Little Lamb*)

   Cuando hambre tengo yo,
   Tengo yo, tengo yo,
   Cuando hambre tengo yo,
   Pido de comer.

   Mi mamá me sirve pan,
   Sirve pan, sirve pan,
   Mi mamá me sirve pan
   A veces me sirve flan.

   Cuando es hora de comer,
   De comer, de comer,
   Cuando es hora de comer,

A mi casa, correr.

Carne, arroz y vegetal,
Vegetal, vegetal,
Carne, arroz y vegetal,
De todo hay que comer.

Additional Material for Grade 1

1. Review vocabulary and expressions taught in kindergarten:

un jugo de naranja (china)	el desayuno
un huevo	el almuerzo
pan	la cena
leche	¿Tienes tú hambre?
un sandwich (un emparedado)	Yo tengo hambre.
papas fritas	¿Tienes tú buen apetito?
una fruta	Tengo buen apetito.
pollo	
arroz	
una ensalada	
un helado	

2. The following vocabulary and expressions are introduced in Grade 1:

un panecillo	de carne
la mantequilla	¿Qué comes? Yo como . . .
una torta	¿Tienes sed? Yo tengo sed.
de chocolate	¿Qué prepara tu madre?
el agua	Prepara . . .
la tortilla de huevos	Mi mamá prepara . . .
zanahorias	
arroz	
legumbres	
vegetales (el vegetal)	
café	
té	

3. The vocabulary and expressions taught in kindergarten are reviewed by means of food charts and the questions: *¿Qué es esto?* and *¿Qué tomas tú para el desayuno (el almuerzo, la cena)?*
4. Review the poem and song presented in kindergarten.
5. The teacher shows the children the chart that includes the foods listed in item 2 and explains that for many Hispanics lunch is the main meal, or at least a major meal.
6. The teacher models the new breakfast items on the chart, namely: *un panecillo, una tortilla de huevo, café, té y chocolate.* Group and individual repetitions of the expressions follow.
7. The teacher asks the puppet: *¿Qué prepara tu madre para el desayuno?* The puppet answers: *Mi mamá prepara una tortilla de huevos, un panecillo y café.* The puppet answers: *Yo preparo un huevo, un panecillo y chocolate.* Repetition drills of *¿Qué prepara tu madre?* and *Mi mamá prepara . . .* follow.
8. A round robin exercise of the new question and answer are used for reinforcement.
9. The teacher uses the procedures shown in items 6, 7 and 8 to teach the expressions pertaining to lunch and dinner foods.
10. The teacher presents the sentence: *Cuando tengo sed, yo bebo agua.* Then add: *Cuando tengo sed, yo bebo leche. Cuando yo tengo sed, yo bebo chocolate.* Each of these sentences are reinforced through repetition drills.
11. The teacher elicits answers to the question: *¿Qué bebes cuando tienes sed?* Prompting may be necessary at first. A round robin exercise is then used with the three items: *agua, leche* and *chocolate.*
12. The question: *¿Qué comes cuando tienes hambre?*, and the answer: *Cuando tengo hambre yo como pan (un pastel, un sandwich, una fruta, etc.)* with the same procedure as shown in item 11.
13. A tape drill of items 11 and 12 is used for reinforcement.

14. The following dialogues should be taught, preferably with toy telephones:

A. ¡Hola, Pablo!
¡Hola, Pepe! ¿Qué haces?
Yo desayuno.
¿Qué comes?
Una tortilla de huevos y un panecillo.
¡Buen provecho! ¡Adiós!

B. ¡Hola, Lucía!
¡Hola, Carmen! ¿Qué haces?
Yo almuerzo.
¿Qué comes?
Carne, papas fritas y una ensalada.
¡Adiós! y ¡Buen provecho!

C. ¡Hola, Jorge!
¡Hola, Enrique!
¿Qué haces?
Yo ceno.
¿Qué comes?
Pescado, zanahorias y pastel.
Adiós, ¡hasta mañana!

The children can be encouraged to make up their own telephone conversations and follow the pattern shown above.

15. **Song** (to the tune of *Jingle Bells*)

A comer, a comer
tengo hambre ya
ensalada, carne y pan
leche hay que probar.

A comer, a comer
tengo hambre ya
hamburguesas
crema y fresas
y otras cosas más.

Additional Material for Grade 2

1. The teacher reviews all food vocabulary and expressions taught in kindergarten and Grade 1 by using the food charts as well as appropriate questions to elicit the material.
2. The poems and songs of kindergarten and Grade 1 are reviewed for additional reinforcement.

Unit 18: Places and Transportation

Objectives

Children will be able to

- identify in Spanish places of importance in their schools, e.g., the principal's office, the nurse's office, the library, the cafeteria, the auditorium and the gymnasium
- explain in Spanish why they go to these places

Motivation

The teacher asks the children to try to recall their first day at school. A discussion of the first day will probably include a tour of the school. Once the tour is recalled (by the teacher, if necessary), the following question will be posed: "What was the reason for taking you around the school?" After a brief discussion of each of the places which are part of the tour, the teacher will ask the children if they would like to go on a "Spanish" tour of the school.

Materials

1. Puppets
2. Tape of the lesson — vocabulary, questions and answers, dialogue, etc.
3. Floor plan prepared by teacher with help of children showing the places they will be able to identify in Spanish
4. Picture of a school and a classroom

Vocabulary

(Several of the following words or phrases have been learned in previous units.)

la escuela	malo(a)
el salón de clase	bueno(a)
la cafetería	porque, ¿por qué?
la biblioteca	cuando
el salón de actos	mirar
el consultorio médico	cantar
la oficina del director	hacer los ejercicios
el gimnasio	jugar a la pelota
¿Dónde estás?	al mediodía
Estoy . . .	

Procedure

1. The teacher points to the picture of a school and says, "Aquí está la escuela. El salón de clase está en la escuela. Yo estoy en el salón de clase y tu estás en el salón de clase." Now teacher points to herself and says, "*Yo* estoy en el salón de clase." Teacher points to entire class and says, "*Ustedes* están en el salón de clase." Several repetitions of the two sentences follow.
2. The teacher turns to the puppet and asks: "¿Dónde estás tú?" and puppet answers: "Yo estoy en el salón de clase." The puppet asks individual pupils the same question and continues until most children have mastered the utterance.
3. Since the children have now heard *¿Dónde están ustedes?* when the entire class was addressed and *¿Dónde estás tú?* when only one child was expected to answer the question, they are ready to receive a very simple explanation of the difference between the two forms of *you* in Spanish.
4. If a simple floor plan of a floor in a school (showing only the rooms or places to be learned) can not be made by the teacher or contributed by an art teacher, simple line drawing may be used to enable children to associate the place and Spanish word. For example, a long room with a basketball net, a person with a stethoscope, a person behind a large desk, a long counter with food would be enough to establish the association.

The teacher points to each room and identifies it in Spanish. Choral and individual repetitions follow. There is frequent review and re-entry in the drill.

Summary

Several children play "teacher." They stand near the floor plan or the room drawings, point to one place at a time and ask the question: *¿Qué es?*

Follow-Up

1. Review the new vocabulary.
2. To prepare the children for the six questions and answers that follow, the following words or expressions should be clarified:

   para
   ¿por qué?
   porque
   cuando
   cantar
   mirar
   hacer los ejercicios
   jugar a la pelota
   bueno(a)
   malo(a)

3. It is suggested that no more than two questions and answers be drilled a day and reviewed the next day before new work is presented. The teacher may use either the *ustedes* or the *tú* form of the verb *ir* in the questions.

   Questions and Answers

   a. ¿Por qué vas tú a la cafetería?
      ¿Por qué van ustedes a la cafetería?
      Voy a la cafetería a comer.
   b. ¿Por qué vas tú al salón de actos?
      ¿Por qué van ustedes al salón de actos?
      Voy al salón de actos a ver una película (a cantar).
   c. ¿Por qué vas tú a la biblioteca?
      ¿Por qué van ustedes a la biblioteca?
      Voy a la biblioteca a leer los libros.
   d. ¿Por qué vas tú al gimnasio?
      Voy al gimnasio para hacer ejercicios (para jugar a la pelota).
   e. ¿Cuándo vas tú al consultorio médico?
      Voy al consultorio médico cuando estoy enfermo(a).
   f. ¿Cuándo vas tú a la oficina del director?
      Voy a la oficina del director cuando me porto mal (bien).

4. A tape repetition drill of the questions and answers may be done at the end of each lesson or after the children have learned the six questions and answers.
5. Round robin of questions and answers.

   Dialogue

   Maestra: ¿Qué tienes, Pablo?
   Pablo: ¿Dónde está el consultorio médico, señora?
   Maestra: ¿Por qué tienes que ir al consultorio médico, Pablo?
   Pablo: Tengo dolor de cabeza.
   Maestra: Es mediodía. ¿Tienes hambre, quizás?
   Pablo: Eso es, señora.
   Maestra: A la cafetería, mis alumnos.

6. **Poem**

   Dime — yo no sé

   Dime— ¿Dónde está consultorio médico?
   ¿Y dónde está el director?
   Dime— ¿Dónde está el gimnasio y la cafetería?
   Y el salón de actos, ¿Dónde, señor?
   Yo no sé— Donde está el consultorio médico.
   Y donde está el director.
   Yo no sé— Donde está el gimnasio y la cafetería
   Y el salón de actos, no señor.

   Divide class in half. One group recites *DIME* and the other answers with *YO NO SE.*

7. **Song**

Mi Escuela (to the tune of *London Bridge Is Falling Down)*

Mi escuela es chiquitita, chiquitita, chiquitita
Mi escuela es chiquitita, y bonita.

Jugamos a la pelota, la pelota, la pelota
Jugamos a la pelota, al mediodía.

Estudiamos en la clase, en la clase, en la clase
Estudiamos en la clase cada día.

Additional Material for Grade 1

1. Review the vocabulary and expressions taught in kindergarten:

la escuela	(para) cantar
el salón de clase	(para) jugar a la pelota
la biblioteca	(para) hacer los ejercicios
la cafetería	(para) mirar
el salón de actos	Vds. son (están)
la oficina del director	Vds. van
el consultorio médico	bueno(a)
el gimnasio	malo(a)
	Es mediodía

2. New vocabulary and expressions:

el cine	cerca de
el supermercado	lejos de
el hospital	¿Dónde está?
el correo	
el parque	
Eso es	

3. Repetition drill of the following questions and answers.

Questions and Answers

a. ¿Por qué vas a la cafetería?
Voy a la cafetería para comer.

b. ¿Por qué vas al cine?
Voy al cine para mirar una película.

c. ¿Por qué vas al gimnasio?
Voy al gimnasio para hacer los ejercicios.

d. ¿Por qué vas al salón de actos?
Voy al salón de actos para cantar.

e. ¿Por qué vas a la biblioteca?
Voy a la biblioteca para mirar los libros.

f. ¿Cuándo vas al consultorio del médico?
Voy . . . cuando estoy enfermo(a).

g. ¿Cuándo vas a la oficina del director?
Voy . . . cuando me porto mal (bien).

4. The children engage in a completion exercise. They are given the beginning of a sentence and they add the ending. The puppet demonstrates with the teacher.

PUPPET	*TEACHER*
Voy a la cafetería	para comer
Voy al gimnasio	para hacer los ejercicios
Voy a la biblioteca	para mirar los libros
Voy al consultorio médico	cuando estoy enfermo(a)

Now children should be ready to play the completion game.

5. The teacher motivates the new work by telling the children that they are now going to learn the Spanish names for the places that they visit in their neighborhood. The following questions are suggested as a preface of the unit:

Do you have a supermarket in your neighborhood?
Where do you go with your mother to buy stamps?
What does your family buy in the supermarket?
Is the library near your home?
Are the movies far from your house?
Is there a hospital in your neighborhood?

6. Show the children pictures of the places they are going to talk about in Spanish. Identify them in English first. The teacher models one place at a time. This is followed by several group and individual repetitions. *¿Qué es?* The question reinforces the new expression.

7. Follow the procedure shown in item 7 for each new word. However, after each new expression re-enter the previous ones.

8. Teach the difference between *cerca de* and *lejos de.*

   On a felt board (or bulletin board) put the picture of a house. Near it put the picture of a school and far from it a picture of another place, such as a supermarket.

   Teacher: Aquí está la escuela y aquí está mi casa. La escuela está cerca de mi casa. Repitan — *cerca de.*
   Children: Cerca de.
   Teacher: Repitan — *cerca de mi casa.*
   Children: Cerca de mi casa.
   Teacher: Repitan — La escuela está cerca de mi casa.
   Children: La escuela está cerca de mi casa.
   Teacher: Aquí está el supermercado. El supermercado está *lejos de* mi casa. Repitan — *lejos de,* etc.

9. Continue the procedure as above and replace the pictures with others.

   For additional drill of *cerca de* and *lejos de* the teacher may use a book or a pencil. Place it near a child and say: "El libro está cerca de Juan." The sentence is repeated several times by the children and is followed by the question: "Dónde está el libro?" The same drill is done placing objects *far from* a child.

165

10. Drill the following questions and answers:

    Questions and Answers

    Cerca de

    ¿Está la escuela cerca de tu casa?
    Sí, la escuela está cerca de mi casa.
    ¿Está el cine cerca de tu casa?
    Sí, el cine está cerca de mi casa.
    ¿Está el hospital cerca de tu casa?
    Sí, el hospital está cerca de mi casa.
    ¿Está el supermercado cerca de tu casa?
    Sí, el supermercado está cerca de mi casa.
    ¿Está la biblioteca cerca de tu casa?
    Sí, la biblioteca está cerca de mi casa.
    ¿Está el correo cerca de tu casa?
    Sí, el correo está cerca de mi casa.

    Lejos de

    ¿Está la escuela lejos de tu casa?
    Sí, la escuela está lejos de mi casa.

    Continue as above.

    ¿Cerca de? — No, lejos de

    ¿Está la escuela cerca de tu casa?
    No, la escuela está lejos de mi casa.
    ¿Está el cine cerca de tu casa?
    No, el cine está lejos de mi casa.

    Continue as above using a negative response.

11. Tape recorder practice of the above provides additional reinforcement.

    Round robin of questions and answers.

    The following question may also be introduced: "Dónde está el parque — lejos de tu casa o cerca de tu casa?

166

12. *Dialogue*

—¿Está el cine cerca de tu casa?
—No, el cine está lejos de mi casa.
—¿Está la biblioteca cerca de tu casa?
—No, la biblioteca está también lejos de mi casa.
—¿Y el parque?
—El parque está cerca de mi casa.
—Bueno, vamos al parque.

13. **Poem**

Mi casa y tu casa
la tuya y la mía
tan cerca y tan lejos
encontramos la major vía.

14. **Song**

Cerca de la Escuela
(To the tune: *Allá en el Rancho Grande*)

Muy cerca de la escuela está la casa mía
con toda la familia, mis padres, mis hermanos
y cerca de mi tía y cerca de mi tío.

Muy lejos de la escuela
se encuentra una bodega
donde se reúnen los niños,
mis compañeros de escuela
muy cerca a la escuela. . . . —estribillo

Additional Material for Grade 2

1. In advance of these lessons children should be asked to bring in toy cars, planes, buses, boats, trains, bicycles, etc. The teacher may also use pictures of various means of transportation, as well as pictures of a museum, zoo, and a department store.
2. Review expressions, vocabulary, poems and songs taught in kindergarten and Grade 1.

3. New vocabulary and expressions:

un almacén	a comprar
un parque zoológico	yo tomo
un museo	el metro (el tren)
los cuadros	un (el) autobus
las estatuas	un (el) coche/automóvil
una muñeca	un (el) barco
una bicicleta	un (el) avión
a pie	un viaje por aire (por tierra)

4. The teacher displays the pictures of a museum, zoo, and department store, and tells the children that they are going to learn the names of three places that are not in their neighborhood. They have to travel to get there. The teacher asks questions such as the following:

   What are these places?

   Did you ever visit any of them?

   How did you get there?

5. After several repetitions of each place, the teacher hands the pictures to three children. Each child is asked to name his/her place. The pictures are passed on to three other children, etc.
6. The following questions and answers are taught in a repetition drill (the puppet is used to teach one question and answer at a time):

   Questions and Answers

   ¿Por qué vas al museo?
   Voy al museo para mirar las esculturas (los cuadros).

   ¿Por qué vas al zoológico?
   Voy al zoológico para mirar los animales (los elefantes, etc.).

   ¿Por qué vas al almacén?
   Voy al almacén para comprar una muñeca (una bicicleta, un vestido, un par de zapatos, un par de pantalones, etc., etc.)

7. The teacher reinforces each question and answer with a round-robin drill.
8. Teacher displays the pictures of (or toy models of) a train, bus, plane, auto, boat and a person walking. The transportation vocabulary is taught and drilled as the place vocabulary was in item 5.

9. Teacher shows children a map of Spain and speaks briefly of Spain as one of the countries where Spanish is spoken. To travel to Spain one can either take a boat which takes about 4 days or a plane which takes about 6 hours. The teacher puts a toy boat on the ocean and says: "Aquí está el mar. Repitan: *el mar.* El barco va en el mar. Repitan: *El barco va en el mar.*" The teacher now places a toy airplane in the air (on the map) and says "El avión va por el aire. Repitan: *por el aire.* El avión va por el aire."

10. The above "culture capsule" is in effect motivation for the following questions and answers, the new vocabulary, the dialogue and the song of the unit.

    Follow the procedures in items 6 and 7 to drill and teach these questions and answers. It is recommended that no more than three or four questions and answers be learned in one lesson.

    Questions and Answers

    ¿Cómo vas (van ustedes) a la escuela?
    Voy a pie.

    ¿Cómo vas (van ustedes) al circo?
    Voy en el metro (el tren).

    ¿Cómo vas al cine?
    Voy en el autobús.

    ¿Cómo vas al almacén?
    Voy en el tren.

    ¿Cómo vas al zoológico?
    Voy en el autobús.

    ¿Cómo vas a Staten Island?
    (Clarify *island* if necessary)
    Voy en el barco.

    ¿Cómo vas a España?
    Tomo el avión.

    ¿Vas al museo en avión?
    No, tomo el tren.

    ¿Vas a España a pie?
    No, tomo el avión.

    ¿Tienes un coche?
    No, no tengo un coche.

11. Tape recorder drill of the above may precede the round-robin practice.

12. *Dialogue*

    —Buenos días, Pablo. ¿Adónde vas en el verano?
    —Voy a España (México, Puerto Rico).
    —¡Estupendo! ¿Tomas el barco?
    —¡Pues, no! Voy en avión.
    —¿Vas con tu familia?
    —¡Claro!
    —Buen viaje, Pablo.
    —Gracias.

Unit 19: Holidays

Theme

The Same But Different — ¡Viva La Diferencia!

Preface

This unit has been designed to serve as a reference and resource for the teacher.

The holidays which are commonly celebrated in our culture are listed with appropriate vocabulary for greetings and suggested activities. Holidays which are part of Spanish culture are listed with appropriate vocabulary as well as with comments regarding Spanish customs relative to the occasion.

The teacher will use his/her discretion in determining the emphasis which is placed on each holiday.

Objectives

1. The children will develop an appreciation of cultural similarities and differences and thereby gain a multicultural orientation.
2. The children will practice social skills in Spanish, e.g., learn appropriate greetings for particular holidays.
3. The children will learn concepts and skills of other content areas in an interdisciplinary way, e.g., through Social Studies — flags of other countries, historical dates, national heroes, etc.; through Language Arts — creating a greeting card; through Art — making appropriate decorations for an occasion; through Music — learning traditional and/or appropriate songs for various occasions.
4. The children will learn appropriate Spanish vocabulary relating to holidays with specific emphasis on months and dates.

Motivation

The teacher explains to the class that during the school year they will celebrate holidays. The teacher elicits from the class examples in English of some popular holidays which are already familiar to them. "Boys and girls, as the school year goes on, we will learn about the holidays which are celebrated in Spanish-speaking countries. We will learn which of them are the same as ours and which of them are different. We will also learn how people celebrate some of their holidays. We will learn how the celebrations are the same and how they are different."

Materials

1. Classroom calendar in which each month has standard holidays indicated.
2. Room and/or bulletin board decorations which are changed from time to time to reflect upcoming holidays.

Procedures

1. Teach the names of the months, as needed, using the calendar as a prop:

enero	julio
febrero	agosto
marzo	septiembre
abril	octubre
mayo	noviembre
junio	diciembre

2. Extend and reinforce the names of the months. Use the names of the months of each season:

   Los meses del invierno son diciembre, enero y febrero, etc.

3. Review the days of the week and drill the number of days in the months.

   Poem

   Treinta días hay en septiembre
   y en abril, junio y noviembre
   De veinte y ocho sólo hay uno
   Los demás de treinta y uno.

4. Teach the formation of the date, as needed, using the calendar as a prop:

   ¿Cuál es la fecha de hoy?

   Hoy es (number of day) (month).

   Draw attention to the fact that in Spanish the number of the day is said before the name of the month. Present this fact as a cultural difference.

   Drill the expression of the first day of the month:

   Es el primero de enero. Es el primero de mayo, etc.

   Defer the presentation of the Spanish equivalent for the year in dates until the students' knowledge of basic numbers provides them with the skill required for this.

5. *The Calendar* — **El calendario**

   el primero de enero—el Día de Año Nuevo—New Year's Day

   el Año Nuevo — New Year
   Feliz Año Nuevo — Happy New Year

   Greeting: Feliz Navidad y Próspero Año Nuevo

   Activity: Children can prepare a greeting card using the above greeting.

   Salutation: Querida mamá (Querido papá, Querido amigo, Querida amiga)

   Closing: Tu hijo, Tu hija, Tu amigo(a), etc. —Child's name.

   In Spain, the young people of Madrid gather in the largest public square — *La Plaza Mayor* — on New Year's Eve. Each one has a bunch of grapes. Then, as the clock in the bell tower starts to toll away the old year at the stroke of 12, it is the custom to swallow one grape at each stroke. To swallow 12 of them successfully is a sure sign that the new year will bring good luck.

   It is good to point out that the celebration of New Year's Day varies according to cultures, based on the calendar which is characteristic of a particular culture. Good examples are the observance of the Oriental New Year which is not celebrated until the end of January and the celebration of the Jewish New Year which may not occur until the end of September or the beginning of October. Both of these differences issue from the fact that different calendars are used by these cultures.

   el seis de enero — el Día de Los Reyes

   This is the day on which Spanish-speaking children receive their presents. On this day the children place their shoes near the fireplace or on the balcony. The Three Wise Men (*los Reyes Magos* — the Spanish equivalent of Santa Claus) riding on their camels are supposed to fill the shoes with toys and candies.

   febrero/marzo — El Carnaval

   This festival, held in anticipation of Lent *(La Cuaresma)*, usually lasts from three days to a week and is characterized by colorful, costumed parades, feasting and revelry.

   Shrove Tuesday *(Martes de Carnaval)* is the last day. There are parades and floats in the streets, unrestrained eating and drinking at costumed dances and parties. The closest equivalent to this celebration in the United States is the Mardi Gras of New Orleans.

   marzo/abril — La Pascua Florida (Easter)

   This is one of the most important religious festivals in the Spanish-speaking world. The week before Easter is called *Semana Santa* (Holy Week). During this period in Spain, religious processions pass through the streets. The most famous procession takes place in Sevilla on Good Friday *(Viernes Santo)*. Floats *(pasos)* are carried through the streets by members of the various religious brotherhoods *(cofradías)*.

It might be good to note here that *Pascua* is also the Spanish word for Passover, the eight-day festival celebrated by Jews throughout the world to commemorate the escape of the Hebrews from Egypt.

To distinguish the holidays, Passover is called *la Pascua Hebrea*.

Activity

a. Prepare decorations and/or greeting cards with the following suggested vocabulary:

   Felices Pascuas — Happy Easter, Happy Passover
   los huevos de Pascua — Easter eggs
   el conejo (el conejillo) — (bunny) rabbit
   el pan ázimo — unleavened bread

b. Songs for Easter and Passover
   (To the tune: *Alphabet Song*)

   La Cesta de Pascua (The Easter Basket)

   El conejo está aquí
   Con regalos para ti
   Dulces, chocolate, huevos
   Para todo niño bueno
   En su cesta trae cosas
   deliciosas y hermosas.

   Feliz Pascua (Happy Passover)

   Feliz Pascua, feliz soy
   porque ahora libre estoy.
   Es una fiesta de alegría,
   que celebramos en este día.
   Sabemos que la libertad
   es importante de verdad.

el primero de abril — April Fool's Day

In many Spanish-speaking countries, there is a day set aside for practical jokes. However, it is celebrated on a day other than April 1st and is called *el Día de los Inocentes*.

el primero de mayo — el Día del Trabajo (Labor Day)

In many Spanish-speaking countries this day is a legal holiday and is celebrated by workers and labor unions.

mayo — el Día de las Madres (Mother's Day)

As in the United States, children give gifts and cards to their mothers. In the Latin American countries, a red flower is worn if the mother is living, a white one if she is not.

Activity

Prepare decorated greeting cards with the following suggested vocabulary.

Salutation: Mi querida mamá

Text (select one or two lines):

   Gracias por todo tu amor.
   Yo te quiero mucho.
   Feliz Día de las Madres.
   Te deseo un día feliz.
   Un abrazo de tu hijo(a).

Closing: Tu hijo(a) (Child's name)
   Siempre con mi amor

junio — el Día de los Padres (Father's Day)

As with Mother's Day, this holiday is observed in many countries.

Activity

Salutation: Mi querido papá

Text (select one or two lines):

   Feliz Día de los Padres
   Gracias por tu protección y tu amor
   Yo te quiero mucho
   Un beso de tu hijo(a)
   Te doy un abrazo

Closing: Tu hijo(a) (Child's name)
   Con mi amor de siempre

el dos de mayo — The Spanish National Holiday (fiesta nacional)

It commemorates the heroic defense which the Spaniards made against the French invaders of Napoleon in 1808. It celebrates the uprising of the people of Madrid.

National holidays of the Spanish-speaking nations are:

el 19 de noviembre	Descubrimiento de Puerto Rico
el 14 de abril	Día Panamericano
el 27 de febrero	Día de la Independencia de la República
el 9 de julio	Argentina
el 6 de agosto	Bolivia
el 18 de septiembre	Chile
el 20 de julio	Colombia
el 15 de septiembre	Costa Rica
el 20 de mayo	Cuba
el 10 de agosto	Ecuador
el 15 de septiembre	El Salvador
el 15 de septiembre	Guatemala
el 15 de septiembre	Honduras
el 16 de septiembre	México
el 15 de septiembre	Nicaragua
el 3 de noviembre	Panamá
el 14 de mayo	Paraguay
el 28 de julio	Perú
el 25 de agosto	Uruguay
el 5 de julio	Venezuela

el 12 de octubre — El Día de la Raza (Columbus Day)

This holiday celebrates the discovery of the New World by Christopher Columbus, and is observed by all Spanish-speaking people throughout the world.

a. Discuss with the children the contributions of the Spanish explorers and "Conquistadores."

b. Prepare classroom decorations using the following suggested vocabulary:

Cristóbal Colón
el mundo — el globo
las tres carabelas — La Niña, La Pinta, La Santa María
los indios
España — la reina Isabel, el rey Fernando, los Reyes Católicos
el Nuevo Mundo — las Indias
América

c. Present a song for Columbus Day

Colón Tenía Tres Barcos
(To the tune: *London Bridge is Falling Down*)

Colón tenía tres barquitos, tres barquitos, tres barquitos
Colón tenía tres barquitos
Y salió de España.

La Niña, La Pinta, La Santa María, Santa María, Santa María,
La Niña, La Pinta, La Santa María,
No son muchos.

El mundo es redondo, no es plano, no es plano.
El mundo es redondo,
Y por eso tuvo suerte.

el 31 de octubre — La víspera de Todos los Santos (Halloween)

On November 1, Spanish-speaking people celebrate All Saints Day *(Día de Todos los Santos)*. On the eve of All Saints Day a *verbena* is observed. This is a night-festival characterized by dancing, bonfires and music. This is followed on the next day by a *romería*, which is a pilgrimage to a shrine followed by a picnic having athletic competitions, games and dancing.

Since the evening before All Saints Day has broad appeal in our country, the following activities are suggested.

Activities

a. Prepare classroom decorations and individual student collages using the following suggested vocabulary.

la Víspera de Todos los Santos
la calabaza
la linterna
la vela
el fantasma
el esqueleto
el gato negro
los colores del día — negro y anaranjado

la bruja — la bruja lleva una larga bata negra y un sombrero negro y puntiagudo; tiene una escoba

b. The following poem may be taught. The children should be encouraged to make illustrations and cartoons for the text.

Poem

El señor calabaza

El señor Calabaza es anaranjado
Delante de la ventana está sentado.
Su rostro sin dientes es ancho y profundo.
Dice "Buenas Noches" a todo el mundo.

¿Por qué tiene esa expresión? ¿Qué quiere decir?
Él no dice nada. No hace más que sonreir.

noviembre — El día de acción de Gracias

Activities

a. Discuss with the class that this holiday is not celebrated in Spain or Latin America because the historical significance of Thanksgiving stems from North American history. It is interesting to note, however, that a Thanksgiving Day is celebrated in Canada, although the date of the celebration in Canada does not coincide with the date of the holiday in the United States. In Canada, the holiday is celebrated in October. It is a general thanksgiving for the harvest.

The teacher may wish to point out to the children that other cultures celebrate the harvest season as a time for thanksgiving. Reference may be made to African tribes, American Indian tribes, the Jewish festival of Sukkot, as well as the Canadian celebration.

b. Prepare classroom decorations and/or greeting cards using the following suggested vocabulary.

el indio (los indios)
los pieles rojas
las plumas
la fiesta
los colores del día — anaranjado y pardo (castaño)
el arco y las flechas
la cosecha
el maíz
el pavo
la calabaza
las palabras del día — Muchas gracias
el peregrino

c. Present a song for Thanksgiving Day:

Muchas Gracias (To the tune *Fray Felipe*)

Muchas gracias, muchas gracias
Bienvenidos, bienvenidos
Toda la familia, toda la familia
Come bien, come bien.

d. Present an additional song for Thanksgiving.

Los inditos (To the tune: *Ten Little Indians*)

Uno, dos, tres inditos
cuatro, cinco, seis inditos
siete, ocho, nueve inditos
dicen "Bienvenidos."

Uno, dos peregrinos
tres y cuatro peregrinos
cinco, seis peregrinos
dicen "Muchas Gracias."

Uno, dos, tres pavitos
cuatro, cinco, seis pavitos
siete, ocho, nueve pavitos
dicen "Gluglú, gluglú."

diciembre — La Navidad (Christmas)

This holiday, which falls on the 25th of December, is the most important religious festival of the year. In every home they prepare *Nacimientos*, groups of figures representing the Manger Scene. On this day, servants and business people who deal with the family are given *aguinaldos* (Christmas presents). (Children wait until January 1.)

In México, Christmas is celebrated starting the 16th of December with *posadas*, family gatherings in which a

piñata (a decorated clay pot filled with candies and goodies) is usually broken. On Christmas Eve *(La Nochebuena)* people attend *La Misa del Gallo* (midnight mass) in the churches. Some groups of people walk through the streets singing *villancicos* (Christmas carols).

Activities

a. Prepare decorations and greeting cards with the following suggested vocabulary:

Los Reyes Magos
el Nacimiento
la piñata
el aguinaldo
Feliz Navidad
el hombre de nieve
los colores de Navidad — rojo y verde

b. Present Spanish versions of *Jingle Bells (Cascabeles)* and *Silent Night (Noche de paz).*

diciembre — Chanukkah — Januká (Festival of Lights)

This eight-day festival is celebrated by Jews throughout the world. The following is suggested vocabulary:

El festival de las luces
Feliz Januká
la menora
el candelabro
la vela
la trompa (de cuatro lados)

a. Decorations and greeting cards may be made using the above vocabulary.

b. Present a song for Chanukkah.

Festival de Luces (To the tune *Jingle Bells*)

El festival de las luces
celebramos Januká,
Ya brillan ocho velas
en la noche hay libertad.

Januká, Januká,
victoria y felicidad,
Januká, Januká,
victoria y felicidad.

Summary

Since this unit will serve as a reference and resource for the teacher, the summary may be given at various points in the year or at the end of the school year.

The following questions will help to elicit discussion in the class as a means of ascertaining comprehension and acquisition of concepts, facts and skills:

1. What holidays have we spoken about this year?
2. Which holidays are celebrated in our country and not in Spain and other Spanish-speaking countries? Why?
3. Which holidays are celebrated in Spain and other Spanish-speaking countries and not in our country? Why?
4. Which holidays are celebrated in our country and in Spain and other Spanish-speaking countries? Why?
5. In what ways are the holidays which we share celebrated in the same or different ways?
6. For what reasons are holidays different in different countries? (Historical reasons, different national heroes, religious differences, seasons such as spring and fall, harvests, social events such as Labor Day, different calendars, etc.)

Follow-up discussion for each holiday may include singing of songs for the particular holiday, review of appropriate greetings for the holiday as well as a review of the facts and concepts relating to the occasion.

Unit 20: Other Celebrations

Theme

. . . and a Good Time was had by All!

Preface

This final unit is also intended to serve as a reference and resource for the teacher. The teacher's discretion will determine the appropriateness and the feasibility of implementing the activities at various points during the year.

Goals

Given the two-part format of this unit, *A Birthday Party* and *A Performance*, specific objectives for each celebration will be stated in the description of the activity.

The unit goals are in the domain of affective learning and may be stated as follows:

1. The children will have an opportunity to take pride in their acquisition of communication skills in Spanish.
2. The children will have an opportunity to discover that their knowledge of Spanish language and culture can provide enjoyment for both themselves and others.

I — A Birthday Party

Objectives

- The children will learn Spanish vocabulary and conversational patterns related to the celebration of birthdays.
- The children will learn the cultural similarities and differences between the celebration of birthdays in Hispanic countries and in the United States.
- The children will learn how to congratulate or cheer a person in Spanish.
- The children will practice social skills involved in a party situation, e.g., behaving courteously, taking turns, respecting other individuals' preferences and offering congratulations.

Motivation

The teacher takes a moment at the beginning of the school year to advise the class: "Boys and girls, during this school year some of you will celebrate your birthdays. Raise your hand if you can tell the class the date of your birthday. (Call on students.) A birthday is a special day. We will learn how Hispanic children celebrate their birthdays. We will be able to use our Spanish songs to help celebrate our classmates' special day."

Materials

1. Birthday Chart of the Month indicating the names of children celebrating their birthdays in the particular month. A special day in June may be indicated for those children who celebrate birthdays in July and August and other times when school was not in session for appropriate recognition.
2. Party supplies.

Procedures

1. Basic skills are reviewed as needed:
   a. Days of the Week — Unit 6; Months and Dates — Unit 19
   b. Foods — Unit 17; Snacks — Unit 16; Table Setting — Unit 17
   c. Numbers and age — Unit 10

2. The Spanish custom regarding the celebration of an actual birthday when gifts or flowers are given and birthday cards may be sent is discussed. Point out similarity to our custom in this situation. In Spanish this day is referred to as *el cumpleaños*. Though only recently Hispanics have adopted the custom of a birthday cake, they always had the *serenata*. *Mañanitas* might be introduced and sung.

   It has also been a custom in Spain and a few Hispanic countries to celebrate a person's Saint's Day by offering congratulations, greeting cards and gifts. The day celebrated is the one in the liturgical calendar which is named for the Saint after whom the child was named. In Spanish this day is referred to as *el Día del Santo* to distinguish it from the actual birthday.

   It should be pointed out, however, that currently the celebration of *el Día del Santo*, the Saint's Day, no longer has the popularity it once had and many people no longer acknowledge it. For this reason, it is currently acceptable to use both expressions, namely, *el cumpleaños* and *el Día del Santo* to refer to a person's birthday.

3. Prepare appropriate decorations, greeting cards, labels and signs using the following unit vocabulary:

el cumpleaños	el helado
el Día del Santo	el helado de chocolate
el pastel de cumpleaños	el helado de fresa
los pastelillos	el helado de vainilla
las velas	el dulce (bombón)
la soda, el jugo, la leche	los caramelos

el globo — la bomba	el sombrero de fiesta
el juguete	la corona de cumpleaños
el regalo	los canastos de cumpleaños

la tarjeta (de cumpleaños)
¡Feliz cumpleaños! ¡Feliz día de tu santo!

4. Questions for drill and reinforcement:

   ¿Cuántos años tienes?
   ¿Cuántos años tiene (child's name)?
   ¿Cuántos años tiene ella?
   ¿Qué día es hoy?
   ¿Cuál es la fecha de hoy?
   ¿Qué es esto?
   Es un globo (un pastel, una vela, etc.)
   ¿De qué color es el globo, el pastel, la vela, etc.?
   ¿Cuántas velas (tarjetas) hay?
   ¿Cuántos globos (sombreros) hay?
   ¿Qué hay de comer? (de beber)
   ¿Cuándo es tu cumpleaños?
   ¿De quién es el cumpleaños hoy?

5. The Spanish equivalent of a cheer or a round of applause for congratulation or approbation is called *un aplauso*. At sporting events, theatrical performances and club meetings, a leader may rise and say:

   "Un aplauso para . . . (name of person to be honored)."

   This is equivalent to "Vivas para . . ."

   A birthday party, as well as other occasions in the classroom such as winning a game, offering a good answer or demonstrating very good behavior would be an excellent opportunity to present this cultural note. Listed below are two simple *vivas* which may be used as needed:

   a. Everyone claps hands in unison, saying:

      Uno, dos y tres, que viva (name of child).
      (Repeat three times.)

   b. Establish gestures and movements to agree with words:

      a la derecha (right arm extended)
      a la izquierda (left arm extended)
      de pie (stand up)
      sentados (sit down)
      viva — (name of person)
      otra, otra, otra (clap hands three times to acclaim good performances)

6. The following songs may be used as part of the birthday celebration:

   a. *Las Mañanitas*

   Estas son las mañanitas,
   Que cantaba el rey David,
   A las muchachas bonitas
   Se las cantaba así:

   Despierta, mi bien, despierta,
   Mira que ya amaneció,
   Ya los pajarillos cantan,
   La luna ya se acostó.

   b. *Feliz Cumpleaños*

   Feliz cumpleaños a tí
   Que tú seas muy feliz
   Feliz cumpleaños (name of child)
   Que tú seas muy feliz.

   c. *De las Velas, la Luz*
   (Same tune)

   De las velas, la luz
   Y anhelamos decir
   Que tú cumplas muchos años,
   Muchos años feliz!

   Que lo pases feliz
   Que lo pases feliz
   Por ser tu cumpleaños
   Que lo pases feliz.

II — A Performance

Objectives

1. The children will have an opportunity to synthesize the skills and activities developed in Spanish and thereby gain a new perspective of their learning experience.
2. The children will reinforce previously learned material in Spanish by utilizing them in new situations.
3. The children will share with others the skills, activities and attitudes gained from their learning experiences in Spanish.

Motivation

At an appropriate time, in advance of a planned performance, the teacher will advise the class: "Boys and girls, you have accomplished so much in Spanish. We want to share what we have learned with other people. By doing this, we will teach them some of the things you have learned. We will invite people to a performance of our Spanish activities. How shall we plan for this performance?" Elicit from the class suggestions regarding invitations, format of performance, refreshments, and other components of the project.

Materials

The scope of the performance will determine the actual materials required. Some of the basics are:

Format
Invitations
Decorations
Refreshments

Procedures

1. Select from the following options:
   a. Open School Week — Parent Observation Days
   b. Assembly Program
   c. Foreign Language Week in March
   d. End of Year Culminating Experience

2. Type of performance selected should conform to occasion and location:
   a. Classroom demonstration of a Spanish lesson
   b. Classroom performance of selected activities from Spanish lessons
   c. Auditorium performance of selected activities from Spanish lessons
3. Invitations — The extent of the guest list will be determined by the space available for the performance. Parents, staff members, other classes and members of the parents' association are to be considered when deciding on the invitations to be extended.

   The text of the invitation may be prepared by the teacher on a rexograph stencil. The children should participate in the decoration of the invitation or covers for the invitations. The following text is offered only as a model and should be adjusted for individual situations or preferences:

   "Our Spanish class cordially invites you to attend a program in Spanish on _____, _____, 19_____, in Room _____ from _____ to _____. Since our Spanish lesson is only twenty minutes long, we ask that you please arrive and leave promptly."

   "We hope that you will be able to attend our program. Thank you."
4. Format — Once again, the type of performance planned will determine the nature of the format. The choice of formats includes an actual lesson plan, an outline of activities to be presented or a more formal script.

   Some important considerations in establishing the format are:
   a. Variety of activities — songs, dances, skits, dialogues with puppets, games and poems
   b. Theme — This coordinates the activities presented. Some suggestions are:

      Una Lección de Español — for demonstration lesson

      Soy Yo — autobiographical content including skills with names, age, health, family members and pets

      Una Fiesta — skills and concepts from Holiday Unit No. 19

      Buen Provecho — skills and activities from Unit 16: Snacks, Unit 17: Foods

      ¿Qué Tiempo Hace? — skills relating to weather, clothing and colors
   c. Maximum participation of students — This can be achieved by planning a good combination of group activities as well as solo performances. The preparation of decorations for the classroom or scenery for the auditorium stage is another means of maximizing student participation.
   c. Formalization of the performance — This can be achieved by planning an introduction and a conclusion. Some songs are offered as modest examples.

5. Refreshments — Parental participation and cooperation, appropriateness to the performance, availability of space and resources will determine the type of refreshments which may be offered.

   The children are pleased with even the most modest of "treats" such as candy, soda or juice and cookies after the performance. The extent of the after-performance refreshments may include a variety of Spanish desserts including *flan*, *frutas*, *rositas*, *guava*, *tembleques*, etc. or a bona fide food fair featuring Spanish foods and desserts.

   The "refreshments" are in effect an opportunity to acknowledge and commend the children for their demonstrated accomplishments in learning Spanish!

Unit Summary

The following activities should be adjusted to conform to the *Birthday Party* or *Performance*, as the case may be:

1. *Evaluation of Affective Experience:* Teacher asks children to share their thoughts and feelings with the class in response to questions:

   What part of the (party) (performance) made you feel happy? Why?

   What part of the (party) (performance) made you feel sad? Why?

   What did you like most about the (party) (performance)? Why?

   What did you like least about the (party) (performance)? Why?

   If we were to have this (party) (performance) again, what would you

   . . . add to it? Why?

   . . . take away from it? Why?

   . . . keep the same? Why?

2. *Social Skills Experience:* Sending a "Thank you" note may be done by the class either on an individual basis or as a group effort. Suggestions for class discussion in planning this activity follow. The teacher says:

   "Many people helped us with our performance. Can you name some of them? One way to thank them is to send them a 'thank you' note. What should we say in this note? Some of you may want to draw a picture to express your thanks. What kind of a picture will you draw? We want to be sure that the persons knows that we appreciate their help. In English we say 'thank you.' Raise your hand if you can tell the class how we say that in Spanish. (Pause for response.) That's right. In Spanish we say *muchas gracias*. I will write those words on the board so that you may use them in your 'thank you' note."

Suggested Activities

1. **Short folkloric poems**

a. From *Coro Para Niños* by Josemilio González

Juan Periquín
el muñeco de palo
Juan Periquín
el que salta en el árbol
Juan Periquín
el del caballo blanco
Juan Periquín
el que canta en los astros.

b. *Anónimo*

La abuelita
Sentada en la sillita
Mira al niñito correr.

2. *Barcos*

La Niña, pequeñita,
La Pinta, muy serrana
Y la Santa María,
La nave capitana;
Son las tres carabelas
Que a tierra americana,
Colón el navegante
Valeroso guiara.

3. **Songs**

Dos y Dos

Dos y dos son cuatro,
Cuatro y dos son seis;
Seis y dos son ocho,
Y ocho, dieciséis.

Y ocho, veinticuatro,
Y ocho, treinta y dos.
Y ocho son cuarenta,
Y ya se acabó.

La Cucaracha

La cucaracha, la cucaracha

Ya no puede caminar
Porque le falta, porque no tiene
gasolina para andar.

Arroz con leche

—¡Arroz con leche!
Me quiero casar
con una viudita
de la capital;
que sepa coser,
que sepa bordar,
que ponga la mesa
en su santo lugar.

—Yo soy la viudita,
la hija del Rey.
Me quiero casar
y no hallo con quién.
Contigo, sí.
Contigo, no.
Contigo, mi vida,
me casaré yo.

4. **Performances**

Children might color in or draw cultural items (instruments, ware, et al.).

a. Hold up their work.
b. Say the name of the article in Spanish.
c. Tell what it is for in English.

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